

SCHOOL LIFE

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Physical Education and University's Service is School Health Essential

Early Systems of Physical Education Devised Before Modern Science of Hygiene Was Developed. Dual Administration of Physical Welfare Activities Wasteful and Ineffective. New Type of Supervisor Indispensable

By JOHN SUNDWALL, M. D.

Director Division Hygiene and Public Health, University of Michigan

DURING the first era of physical education in the United States, centering around 1830, four systems of physical training sprang forth. These were (1) military drill and discipline as introduced by Capt. Allen Partridge into the military academies; (2) the introduction of the German or Jahn system by university trained German refugees, Beck, Follen, and Lieber, and the building of the first school, college, and public gymnasias in the United States, all of them outdoor ones and of the early Jahn type; (3) the attempt to provide manual labor as a system of exercise in educational institutions; (4) the introduction of "calisthenics" for girls and women by Miss Beecher in her schools at Hartford and Cincinnati. None of these systems at this early date met with more than temporary and local interest or success.

The second era, centering around 1860, saw the introduction and promotion of "new gymnastics" for men and women and children by Dio Lewis, an unusually able and enthusiastic personality, who established his Normal Institute for Physical Education in Boston in 1861. His contagious enthusiasm created a wave of popular interest that spread to all parts of the country. But, as is so often the case, interest in the system began to wane with the death of its originator.

The third era, including the years 1880-1890, saw the introduction of the Swedish or Ling system into the United States by

Dividends Enormously Valuable but Often Intangible. Every Home Benefited by Improved Training of Professional Men. With University Education One Should Live More Serviceably. Enjoy More Intensely, Die More Contentedly

By STRATTON D. BROOKS

President University of Missouri

IT IS WELL for us who are familiar with the university and its work to appreciate that in order to obtain the continuing confidence and support of our citizens the university shall not only render a satisfactory service but that the character and quality of that service shall be known.

It is far less difficult to make a university efficient than it is to prove that efficiency to the public, because its product can not be expressed in measurable units. The annual report of a factory manager will show in dollars and cents the exact cost of operating and the exact value of the product, and a comparison of the one with the other will enable the least informed stockholder to determine the efficiency of the management. Even more readily

does he render judgment by considering the size of the dividends declared. In such a case both cost and product can be measured by the same standard.

But for a university there are no such easily made comparisons. Though it is constantly judged by men whose daily thought is concerned with cost and product expressed in terms of dollars, only one-half its work is reducible to such terms. It is a business institution only on the side of cost. The total expense or the per capita cost may be figured in dollars, but when the citizen attempts to evaluate the product in terms of declared dividends no such standard applies.



Home-Made Apparatus Suffices in the Absence of Better.

Part of an address before the Conference on School Health Supervision, called by the Commissioner of Education, Boston, Mass., Oct. 9, 1923.

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Address delivered by Doctor Brooks at his inauguration as president of the University of Missouri, at Columbia, October 16, 1923.

The dividends of the university, though enormously valuable, are indefinite, intangible, indirect, and often deferred, and a man accustomed to commercial comparisons becomes confused, hesitant, or even frankly doubtful. To be sure, it can readily be shown that a university education pays the individual who takes it. Everybody understands that a lawyer, a doctor, or an engineer will earn more money than he would have earned without a professional education. In so far as he is individually concerned he can reckon his cost in time and expense and find them both well invested. In this sense the university pays high dividends in material prosperity, personal influence, and social opportunity.

Render Service Necessary to Community

The justification for its public support lies not in the increased material prosperity of its graduates but rather in the fact that they render a service that is necessary to the community in which they live and that the quality of that service is better than would be obtainable without a system of free public education. It is necessary that we have physicians, lawyers, engineers, teachers, and a hundred other specialized professions and businesses, and the protection of the individual citizen as well as the prosperity of the State demands that the service rendered by each of these be of the best quality obtainable.

Let us take for illustration the medical profession of to-day. In my time we have progressed from juniper bitters, boneset tea, and patent medicines, to a point where it is confidently announced that the average span of life has been lengthened from 10 to 15 years. Yellow fever, smallpox, typhoid, diphtheria, and a dozen other dread diseases are either extinct or have been brought under control.

Can Not Know Ability of Physician

The homes of Missouri have need to share these blessings of mankind. The humblest citizen in the remotest rural district should feel assured that the physician he summons to save his loved ones from death knows what has been done in all the best medical laboratories of the world. But this humblest citizen has no way of knowing whether the physician he summons has such knowledge, or having it knows how to apply it. Our graveyards are filled with victims of vicious quacks with plausible personalities who have graduated from inferior schools or who masquerade as doctors under the protection of purchased diplomas.

It is the business of the university to send forth physicians who have been taught the best and latest in medical science, men trained in the skillful applica-

tion of their knowledge and imbued with the ability and desire to keep abreast of medical progress, who by their standards shall create a condition wherein none of lesser ability shall be allowed to practice. Through such men the university will declare a dividend to the State of happiness, health, and life for its citizens that is not measurable in dollars.

Must Develop Lawyers of Recognized Ability

In the field of legal education also the university may render needed service. Most peaceful men believe that there are too many lawyers; but those men who have found their property threatened or their rights infringed have discovered that able lawyers are scarce. To-day you may have no need of an attorney; to-morrow your success and happiness may depend upon receiving proper legal advice. The greater the number of lawyers whose lack of technical knowledge and sound practical judgment of business affairs is such as to render their advice worse than useless the more important it is that the community protect itself by preparing for the practice of law men of accurate legal knowledge and sound practical judgment. It is the business of the university to send out young men whose preliminary training is so thorough that under the conditions of active practice they will soon develop into lawyers of recognized ability. There is no justification in maintaining a law school to turn out more lawyers. There is every justification for a law school to turn out more able lawyers—lawyers who elevate the standards of the profession by being in it, whose services, whether as private individuals or in public office as prosecutors, legislators, Congressmen, or judges, shall be a potent influence in securing justice for individuals and perpetuating our democracy. Thus may the university add to its list of dividends some contributions to the cause of justice and freedom.

Assistance and Inspiration for Every School

The greatest single public business is the education of the children of the State. For this work there is devised a great system of public schools, elementary, secondary, and higher. A greater proportion of the public revenue is devoted to its maintenance and support than to any other division of public business. Of this system the university is the head—head not in the sense that it is more important or that it has a larger student body, but in the sense that from the other institutions elementary, high, and college, the sons and daughters of Missouri come to it for the completion of their preparation in whatever may be their chosen line of service.

Likewise through its school of education it should furnish real assistance and inspirational guidance for every school in the State. In its psychological and educational laboratories it should make scientific investigation of the complex and perplexing problems of education. New methods and new theories should be tested and perfected or rejected so that the children of the State may be subjected only to those proved to be advantageous.

Teach Best in Educational Thought

Sporadic and unskillful experimentation by untrained teachers, however enthusiastic, is likely to be highly detrimental to the children upon whom the experiment is tried. It is the business of the school of education to know what has been and is being done wherever educational investigation is carried on; to contribute its own share of intelligent and scientific experimentation along educational lines; to teach its own students all that is best in educational thought and, above all, to train prospective teachers in methods of study and investigation that will enable them after graduation to keep pace with every advance in educational theory and practice; to point out definitely the applicability of the results of educational experimentation to the actual conditions existing in our school; to see that men and women trained in the expert application of these methods are sent into the schools of our State, each to become a germinating center of inspiration and influence that shall eventually mean the great improvement of our schools.

Through its school of education, and particularly through its research and graduate work in education, the university can be a source of information and inspiration to every teacher in the State. Boards of education, county and city superintendents, principals of high and elementary schools can secure advice and assistance in problems of school organization and management and in the application of tried and tested principles to the practices of the school room.

Dividends in Service for Children

There is no community and but few homes that do not share in this dividend of the university paid in service for the children.

In agriculture the services of the university are more readily understood because they result in benefits that are more easily realized in cash. If there is a farmer in Missouri who has not directly profited from the work of the college of agriculture it is because he will not avail himself of the information and assistance that the college offers. The mere enumeration of the scores of experiments looking

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Concerning the School Health Program

Formation of Health Habits Is the Prime Purpose. Knowledge of Physiology of Little Account in Itself

By HARRIET WEDGWOOD

Junior Specialist in School Hygiene, Bureau of Education

SUCH a program may well emphasize the following points:

- (1) Weighing scales in every school.
- (2) Monthly weighing of children, and weight records sent home on the monthly report cards.
- (3) Every child should be helped to form health habits rather than merely receive instruction in hygiene.
- (4) A hot school lunch available for every child.

The following principles should be kept in mind:

First: Emphasize health always as a *positive* rather than as a negative thing. Present health to children in terms of beauty, strength, and joy. Never mention illness or disease to children if it is possible to avoid it. Too much so-called health education is mainly information about disease.

Second: Concentrate on the *formation of health habits* in the child, rather than on his

Third: The child's weight, and especially his regular gain in weight, are significant indices of the child's physical condition.



Very important is the regular monthly *gaining in weight*. The Bureau of Education issues a class-room weight record as a help in keeping the record of the monthly gain or loss in weight.

Fourth: Capture the interest and imagination of the child and help him to express his new enthusiasm originally and creatively. No ready-made posters or plays compare in value with those originated by the child himself. Help the child to originate and create so as to express his interest in health and growth.

Fifth: The nutrition problem is more than the teaching of foods and bringing up to normal weight specific groups of undernourished children. It is definitely an educational problem. Proper health education for all children will help greatly in preventing malnutrition from becoming a definite difficulty.

Sixth: In developing the best adaptation of the child, remember that as food is building up the tissues, correct habits with regard to food are helping to organize sound personality. And the same principle applies to other bodily functions. Special sensibility and inability to face the exactions of the school régime should be modified and overcome and not allowed to become fixed. So with other nervous symptoms and emotional instability in social adjustment of the child.

Seventh: Do not attempt everything at once. Decide on a few objectives and work for these with might and main. But realize, at the same time, that these few objectives are not all there is in health work for children. To make one health habit function effectively is more useful to the child than to learn a great deal which is not put into effect. To get scales into the schools and establish the monthly weighing of children is only a beginning. But it is a beginning. It will probably show conclusively *why* the school

needs a hot lunch for every school child. There are many steps in the program. Map out definitely how many steps you will take this year, and limit yourself to these. And of these, take one step at a time.

Eighth: There are two principal ways of beginning health work. Each has some particular advantages and disadvantages. One way is to take the small group who are most in need of remedial work and concentrate upon these. The other method is to decide upon a few points in the health program and see that these are taught effectively to every child. The small group of underweights may become a nutrition class. This limits the work to a small group, but permits intensive work. The group may be those needing dental or other work. This is a common method of beginning health work. There is no doubt that such work is needed in nearly every school. The results are more dramatic than the results of health teaching to

all, but the group that profits is a limited one.

Probably a school health program should combine both types of work, remedial work for those who, because of their deficiencies, are unable to make satisfactory progress; and health teaching for all pupils.

Ninth: A comprehensive and attractive health program, correlating with the school curriculum from kindergarten through high school, will eventually lessen the necessity for nutrition classes and other remedial work. The health program in our schools should be a means of *incorporating health* into the life of every child.



Essay Wins Full Course at College

A four-year college scholarship worth about \$1,000 a year has been won by Dorothy L. Roberts, of Harlan, Ky., for an essay on "The Influence of Highway Transport on the Religious Life of my Community," written for a contest conducted by the Highway Education Board. More than 150,000 high-school students submitted essays to the board. The scholarship will cover the cost of tuition, board, and all other fees for four years at any college selected by the winner.



Students in London who travel by street car to and from school or college have the advantage of a reduced fare which is in force outside of the rush hours from Monday to Friday. The street-car service is operated by the London County Council.



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acquisition of information about physiology and hygiene. It is fundamentally important for a child to acquire a taste for the right kind of food, to go to bed early, to form the habit of a thorough daily bowel movement. Unless health teaching functions in these practical ways in the child's life, the teaching is in vain.

Children of Labrador Know Little of Pleasure

Their Lot is of Hard Work, Insufficient Diet, Little Schooling, Unwholesome Surroundings. System of Denominational Schools Often Results in No School. Work of Doctor Grenfell's Staff

By EVELYN C. SCHMIDT

NORTHERN Newfoundland and the Labrador have few of the things to offer their children which we consider indispensable to ours. The coast is a prodigious heap of barren, jagged rocks, rising precipitously from the sea, and snuggling in the sheltered coves are tiny fishing villages of small houses with microscopic windows, securely nailed. So the "down North" children get too little fresh air. The houses are small and the families are large, and the lack of a water supply means too little water inside and much too little outside. The houses have no drainage and few have closets outside, much less inside. So the little ones have unhealthy surroundings.

Large families mean that everyone must do his share of work, and more. At an early age young lads help father with fishing and hunting, and they manage a boat and handle a gun with remarkable self-reliance and dexterity. The little girls help mother with carding, spinning, and knitting underwear, or with hooking mats. But getting up at the break of dawn to haul heavy, water-soaked nets, or to "jig" for fish, and sitting up late at night to finish a new heel in a pair of socks are not conducive to sparkling eyes and rosy cheeks. So the little ones get too little rest and too much work.

Better Diet in Winter Than in Summer

Moreover, the native diet is decidedly deficient. In the summer it consists principally of white bread, molasses, and unbelievably strong tea, with a few berries, an occasional sea gull, or a bit of fish—the contempt which familiarity breeds for other things applies also to fish and cod-liver oil. It does not seem to matter how much a child may eat, he is always hungry and ready for another "mug-up." In winter the children live better, for added to the white bread, molasses, and tea they have seal, beaver, caribou, rabbit, and bear meat. It is impossible to have a cow or goats, except in a few instances, for they are expensive to buy and to feed. Moreover, every family must have five or six dogs for hauling and for winter traveling. These "huskies" are very slightly removed from wolves, and like them, wander in packs attacking cattle. Without milk, without vegetables, without fruit, without cereals,

one can easily understand why when "sounding" the children we found many suffering from diet deficiency diseases—scurvy, beri-beri, and rickets. And so much tuberculosis! There is, of course, no such thing as physical examinations, except those given by Doctor Grenfell's summer workers, nor is there any health education.

Eskimos Better Taught Than White Children

In fact, education is one of the most serious problems along the coast, owing to the denominational system of schools. In a small settlement there may be families with children of school age belonging to two or three different churches—Methodist, Anglican, Roman Catholic, and Salvation Army—each faction trying to maintain a school of its own, or, if that is financially impossible, and it usually is, having no school at all. The inevitable result is that the white population of the coast is very largely illiterate. As a mother of 12 children said to me, "We aint got much larnin' but we got hard heads." The Moravian missionaries have taught the Eskimo almost without exception how to write, and Doctor Grenfell has added to his medical staff summer workers who teach to eager children the simple rules of school, of health, and of life.

So we find the little tots living in isolated, segregated, insanitary communities, having impaired nutrition and no medical supervision, with no educational advantages, growing into manhood and womanhood. Is it to be wondered at that they have little imagination and little of the spirit of play? Smothered and stifled they are, as I can best illustrate by little Gladys, to whom I offered a health picture and a box of crayons providing she would color the picture and then tell the other children in the village the health story which I had told to her. Her eyes could not help telling her joy, but her timorous voice answered in reply to my query as to whether she would like these, "I don't mind if you don't care."

Though these children miss much, one must admire the simple virtues of their people—their loyalty one to another, their faith in God and in their brethren, their hospitality, their courage, their truthfulness, their resourcefulness, their strength.

Conference of Instructors of Foreign Service Subjects

Methods of preparing college students for commercial and other work in foreign countries were discussed at the second annual conference of collegiate instructors of foreign-service training subjects held at Washington, D. C., December 26. This conference was called by the advisory council and committee of 15 on educational preparation for foreign service, appointed by the United States Commissioner of Education. The two sessions were open to the public and were attended by many business men interested in foreign trade. Speakers representing chambers of commerce, the United States Bureau of Foreign and Domestic Commerce, the Diplomatic and Consular Service, and private business told of the promotion of foreign trade, with special emphasis upon opportunities for placement in this work.



Offers Graduate Fellowships for Belgian Universities

Six American graduate students, men or women, will have the opportunity of studying in Belgian universities next year, through fellowships established by the Commission for Relief in Belgium Educational Foundation. Students applying for these fellowships must have definite plans for their proposed study in Belgium, and must have a thorough reading and speaking knowledge of French. Preference will be given to applicants who intend to take up teaching or research as a profession. Each fellowship carries a stipend of 15,000 francs as well as tuition fees and traveling expenses. Application blanks and further information may be obtained by addressing the Fellowship Committee, Commission for Relief in Belgium Educational Foundation (Inc.), 42 Broadway, New York City.



Would Establish Division of Library Service

To supply current information on the activities of the Federal Government to libraries throughout the country, establishment of a division of library service in the United States Bureau of Education is proposed in a bill introduced in both the Senate and the House of Representatives. Under the provisions of the bill, this division will collect and organize information concerning Government publications, offer suggestions for their use, and make digests of them, so that the material prepared by the Government may be available quickly to all the people through local public libraries.

American Education Week Successful

Wider Recognition of Value and Better Organization of Effort. Superintendents Indefatigable in Arousing Public Interest. Million Sermons and Addresses Delivered. Expressions from State and Local Officers

UNPRECEDENTED success marked the observance of American Education Week of 1923. Reports have come, and are still coming, to the Bureau of Education literally by thousands, from every quarter of the country, describing the enthusiasm with which people of all classes responded to the appeals made to them in behalf of the schools. None can doubt that public sentiment, that most potent of all forces, is supporting without reserve the cause of education in America.

Stimulated by a proclamation of unusual strength from the President of the United States and fostered by the greatest patriotic organization in the country, by the greatest association of teachers in the world, and by the only agency of the Government of the United States which is devoted wholly to education, the project lacked nothing of influential official support.

Governors' Proclamations Followed Tone of President's

State officers were waiting and ready to do their part. Nearly all the governors issued proclamations in the same tone of conviction as that of the President, and the State superintendents of education entered heartily into the work of preparing plans and issuing circulars of information and instruction.

In their turn local superintendents, city, county, and districts, cheerfully undertook the appointment of committees and the direction of the thousand details of preparation which inevitably fall upon them in the end, and upon the teachers under them.

The newspapers and the periodical press generally contributed liberally of their space in publishing the presidential and gubernatorial proclamations and the local arrangements for carrying them out. All these things were matters of such popular interest that they could not be overlooked, even without regard to that public spirit of which American editors have their full share. Many of them went a great deal further than the mere news value of the occasion demanded and in some instances entire editions of

papers were given up wholly to educational discussions, conducted either directly by school officers and teachers or in accordance with their suggestions.

Civic organizations and clubs are accustomed usually to consider that the community's schools are their especial protégées, and they rarely require more than a hint to interest themselves in any worthy effort in behalf of public education. Practically every report concerning education week, mentions with appreciation the cordial cooperation of Rotary, Kiwanis and Lions Clubs and of similar organization of local character.

Parent-Teacher Associations Participated Actively

The contribution of the pulpit to the success of the week was more than usually important. In many communities every sermon preached on Sunday, November 18, had education as its central theme. The devotion of the parent-teacher associations to the public schools has been so often proved that their hearty cooperation was anticipated as a matter of course. It was given as freely as it was expected, and more. Their help was invaluable, and it was acknowledged without stint. No program or plan was made which did not consider them as an essential element.

Many of the reports mention with satisfaction the cooperation of motion-picture exhibitors. The plan usually adopted was for the school officers to prepare brief statements about the schools which were placed upon slides and exhibited as parts of the regular programs. Good results were generally reported.

It is estimated that more than a million sermons and addresses were delivered upon the subject of education during the week of November 18-24. That this is no exaggeration will be evident to one who reads the statements following which describe the activity of the campaign in typical localities. One State superintendent, Mrs. Bradford, of Colorado, herself delivered 30 addresses in 20 school districts during the week. Perhaps no other individual reached such a number, but the activity of many of these superintendents could be equalled only in the vigor of a heated political campaign.

The most striking feature of the observance as shown by the superintendents' reports was the thoroughness of the preparations made in many localities. Definite suggestions published by the Bureau of Education and by State education officers were generally utilized, and the materials issued for the purpose by the Bureau of Education and the National Education Association were widely reprinted with excellent effect. Many local superintendents, however, took these merely as a starting point. Brief mention is made of some of the plans in the following paragraphs. In some of these and in other places as widely separated as Concordia, Kans., Portsmouth, Va., and Newton, Mass., substantially similar methods were used, and campaigns were instituted six weeks or more before November 18, which for completeness of detail would have sufficed as preparation for a battle.

Each succeeding year finds a more ready acceptance of American Education Week, for its value is more and more recognized. With experience, a better technique is developing; earlier beginning, closer organization, and more complete preparation are evident every year, and the results are correspondingly better.

The following extracts from letters received recently are typical of hundreds of others whose extent is far beyond the limits of this paper. It is expected that the best ideas in them will be utilized in a publication to be issued in time for use in the campaign of next year, but their character may be judged from the few which it is possible now to present.

Response in Colorado Well-nigh Universal

The response to the proclamation of the President and of the governor was prompt and well-nigh universal, and only a few of the 63 counties in the State failed to have educational community meetings in the county seats; and, in addition, at least two-thirds of the school districts of the State observed the entire week with local, State, and out-of-State speakers, special patriotic observances, community school visiting, illiteracy conferences, and a re-dedication of schools and the community to the Constitution.

I spent the week in Weld County and spoke each day on the topic of that particular day in whatever school and community I was in on the several dates. Interest was widespread and intense wherever I went. Reports that have come to me through the press and letters have been equally encouraging about the observance in other parts of the Commonwealth. No formal program was sent out from this office. It seemed better this year to leave the definite form of the observance to the counties and the several

school districts, and splendidly did they respond to this patriotic challenge.—*Mary C. C. Bradford, State Superintendent of Public Instruction.*

Parents' Days and Community Dinners in Iowa

Suggestions for American Education Week were sent the superintendents of the consolidated schools and the county superintendents of schools. These, as well as local announcements of the week, received considerable publicity in the newspapers of the State.

Our observation has been that the week was observed by many of the schools of the State. Reports from the consolidated schools indicate that many of them held a parents' day and community dinner. In one county, all of the members of the school boards and superintendents of the consolidated schools were entertained at a banquet served by the home economics department of the one school; following which they, with the county superintendent, discussed their problems. I was present at this latter dinner, as well as one or two of the community dinners, and I was pleased to note that they were not merely social gatherings. The spirit of the week was carried out in them.—*May E. Francis, Superintendent of Public Instruction.*

Evening Sessions a Feature of Maine Observance

A bulletin containing suggestions for American Education Week was distributed by this department. The week was very successfully carried out in Maine. A large number of our schools changed their program, giving the session which would come during a part of the day in the evening, so that patrons could visit without neglecting their work. This proved very successful in many places.

Practically all communities had some exercises during the week and many of them every day.—*Augustus O. Thomas, Commissioner of Education.*

Visits of Parents and General Cooperation Features in Massachusetts

A suggestive program and a circular letter were sent to the superintendents of schools. This publication was prepared by a committee of superintendents appointed for the purpose of making suggestions as to the observance of the week in Massachusetts.

The reports which we have received and the accounts of programs which have been published in the press indicate that in practically every town in the State the week was observed to some extent. In some of the smaller towns more than 50 per cent of the parents visited the local schools, and in some of the larger communities as high as 40 per cent visited

schools either in the day or evening sessions.

The press, the clergy, chambers of commerce and fraternal organizations all united with the American Legion in assisting school officials in making the week a success.—*A. B. Lord, Agent, State Department of Education.*

Radio Addresses by Minnesota State Officers

The department of education cooperated with the American Legion and the National Education Association in directing attention to the work of this week in the schools throughout the State. Several members of the department broadcasted addresses on educational subjects during the week. Other than this, the schools throughout the State observed the week in their own way.—*J. M. McConnell, Commissioner of Education.*

More Successfully Observed in Montana than Ever Before

Without question American Education Week was far more successfully observed in Montana this year than in any year in the past. Mimeographed materials were sent from this office covering essential points of information regarding the manner in which the week should be observed. A letter of Mr. Fee, superintendent of schools of Missoula, covering the various ways in which plans were worked out, was distributed over the State, and practically every community in the State carried out quite as complete and fine a program as did Missoula.—*May Trumper, State Superintendent.*

Observance Was General in Nebraska

We feel sure that the observance of American Education Week in Nebraska was much more effective this year than ever before.

The governor issued a proclamation calling upon the people of the State and all religious, civic, and educational institutions to cooperate in the proper observance of this week.

This department sent out 7,000 of the "broadside" from your department. We also sent a mimeographed copy of the President's proclamation and a circular letter from this department calling the attention of the school people of the State to the importance of the proper observance of Education Week. The observance was very much more general this year than ever before.—*John Speedie, Deputy State Superintendent.*

Enthusiasm and Widespread Participation in Vermont

Education Week was observed universally throughout Vermont and with a good deal of enthusiasm and widespread

participation. The most earnest efforts were made by school officials and teachers throughout the State to interest patrons and the public in education and good schools. These efforts met with very hearty cooperation, both in rural communities and in larger towns and cities. The visitation of schools was strongly stressed, special school programs were given, public meetings of various types were held, and generous treatment was accorded by the press. I believe the week gave a strong impetus to the movement for better schools.

A State bulletin on Education Week was distributed to every superintendent in Vermont.—*Clarence H. Dempsey, Commissioner of Education.*

West Virginia Reports Fine Programs and Great Enthusiasm

So far as we can learn the program distributed by the State Department of Education was enthusiastically carried out and several districts in the State reported the very finest programs and great enthusiasm in school work.

Very many districts in the State secured speakers, judges, ministers, Rotary, Kiwanis, and other club members, professional and business men and women, to assist with these programs.

In many places school parades were held, special drives for books were carried out, and hot lunches were served. Altogether it was a great week in West Virginia. The department of education in addition to furnishing the program to schools, furnished a large poster for the rural schools of the State.—*George M. Ford, State Superintendent.*

Wisconsin Newspapers Cooperate in General Observance

The week was very generally observed throughout the State. The initiative was left largely with the city and county superintendents and a great variety of pertinent subjects were discussed in various portions of the State.

An appropriate article was prepared especially for this occasion and a circular was sent through this office to all the newspapers of the State requesting its publication. The newspapers responded very generously and the article had wide publicity.—*John Callahan, State Superintendent.*

Comprehensive Arrangements in Denver, Colo.

A committee consisting of some of the school people, representatives of the American Legion and of the Ministerial Alliance, and the business interests of the city, planned the activities for the week. They were as follows:

By the American Legion: A parade on November 17 composed of floats designed

to call attention to the topic of each day. Electric and cloth signs in the downtown district carrying the words, "American Education Week." A speakers' bureau of Legion men who addressed many of the schools upon educational topics.

By the Ministerial Alliance: The president of the Ministerial Alliance presented the matter to his organization and many ministers spoke briefly from their pulpits on November 18 about the topics to be stressed during the week.

By the Retail Merchants' Association: The secretary of that association requested his members to place show cards in the various store windows bearing the words, "American Education Week." He further requested that they decorate their windows with merchandise appropriate for the week.

By the business men's clubs: One of the members of the committee arranged to have a speaker at every important business men's club which met during that week, such as the Rotary Club, the Lions Club, Optimist, Civic, and Commercial Associations.

The Parent-Teacher Association: The president of the county Parent-Teacher Association had as many of the local associations as possibly could meet during American Education Week and stress some of the main objectives of this year's program.

In the schools, in addition to talks by outside speakers, Thursday was designated as Visitors' School Day. Children wrote and took home invitations to their parents to visit the schools on Thursday. On this day only regular work was done. Each principal was urged to stress in some way the topic of each day in his school.—*R. A. Puffer, Director of Vocational Guidance.*

Twenty-five Thousand Visit Indianapolis (Ind.) Schools

The results of American Education Week were gratifying in every way, but more especially in the number of people who visited the schools during the week. Special programs were put on in some rooms and regular work in others so that patrons were able to see the school life in all its phases. The principals' reports show that we had, approximately, a total of 25,000 visitors during the week.—*D. T. Weir, Assistant Superintendent.*

Extremely Successful in Erwin, Tenn.

Education Week was observed in all the schools of Erwin in keeping with the suggestions from the Bureau of Education. I feel that Education Week has been extremely successful in Erwin, and much good has been accomplished in its observance.—*D. M. Laws, Superintendent.*

An Outstanding Success in Portsmouth, Va.

American Education Week in the opinion of everybody, was an outstanding success and I am sure its beneficial effects will be felt for a long time to come.—*H. A. Hunt, Superintendent of Schools.*

American Legion Post Furnishes Speakers at Raleigh, N. C.

We planned a very complete program for each one of the elementary schools and the two high schools. Speakers were furnished by the local American Legion post. In addition to this, all of the schools laid special emphasis on the spirit of the occasion and had effective programs arranged.—*H. F. Srygley, Superintendent.*

Parents' Visits and Illustrated News Articles Mark Rochester (N. Y.) Observance

During American Education Week 37,289 adults visited the Rochester public schools. In nearly every school there was an evening session for regular day-school work, in order to give parents, especially fathers, an opportunity to see the school in session. Each of the four daily newspapers assigned a special reporter, together with the official photographer, as correspondents for the week. In this way about every aspect of school work was placed before the community. Each of the papers had something different each day with appropriate pictures of various school activities.—*Joseph P. O'Hern, Assistant Superintendent.*

Written Invitation to Every Parent in Superior, Wis.

Every pupil in our schools wrote an invitation to his parents or guardian to visit the school sometime during the week. In some schools special days were stated, in others the day was left open. In the larger schools special days were stated for different grades so as to avoid congestion. Parents came and saw the regular routine of school work and thereby I trust they were enabled to know just what is done in our schools. In addition to this, junior high-school pupils gave four minute talks on the value of education and kindred topics. Our local papers published articles having a bearing on American education. Some of the pastors of our churches preached sermons along the same line.—*Grace Geary, Superintendent.*

Cooperation of Every Agency Enlisted in Tulsa, Okla.

All ministers were requested to preach a sermon on education on Sunday; all civic, social, and dinner clubs were asked to give an hour to discuss education during the week; newspapers wrote editorials on education. At the schools a few minutes were given each day of the week to some phase of the value of education, fol-

lowing in large measure the topics outlined by the Bureau of Education, National Education Association, and the American Legion.

On Wednesday night a public meeting of citizens in each of the grade schools was held at which there was community singing and addresses on civic and economic values of education. On Friday afternoon there was a demonstration of physical education at all the grade schools, after which there were meetings of citizens in the auditoriums for community singing and addresses. Friday night in the Central High School there was a meeting of citizens with community singing, a one-act play by pupils of the high school, and addresses on the relation of education to democracy.—*P. P. Claxton, Superintendent.*

Civic Clubs Take Prominent Part in Wheeling, W. Va.

Education Week was observed in Wheeling by the public and private schools, the Rotary, Kiwanis, and Lions Clubs, and the churches. Prominent citizens and others delivered addresses suitable to the occasion and the children of the public schools contributed by song, recitation, and patriotic posters.—*C. E. Githens, Superintendent.*

First Observance but Great Success in Winnetka, Ill.

Education Week committee organized plans and directed the activities of the week. They were carried on substantially as planned. The week was a great success in every way. This is the first year that we have definitely observed Education Week.—*C. W. Washburne, Superintendent.*

Evening Meetings at Every School in Douglas County, Wis.

We have been more successful this year in putting on a program for Education Week than ever before. Each school took the opening exercise period to have talks given to bring out the idea given on the program sent out for the day. Every school was thrown open and the parents urged to visit school. Every school had one evening meeting to which the community was invited.

Douglas County has 64 rural schools; 22 State graded.

Number of parents visiting school during Education Week.....	368
Number of evening meetings.....	86
Number of people attending.....	973

—*Vera C. Rehnstrand,*
County Superintendent.

Otter Tail County (Minn.) Ungraded Schools Present Programs

American Education Week was observed in the ungraded elementary schools of this county. Notices were given through

our little school paper, "The Educational Helper," and the program was printed so that all would have an opportunity to take up at least some phase of the work suggested.—*Antoinette Henderson, County Superintendent.*

Impetus to Cause of Education in St. Louis County, Minn.

American Education Week was observed generally throughout St. Louis County, in Duluth, in the cities and towns of the Iron Range, and in the rural communities. Public meetings and schools exhibits were held, and the week was made an occasion for general visitation of the schools by parents and friends of the school.

The several topics listed for discussion were taken up by the teachers, children, civic, and women's clubs, as well as the pulpit, and were treated editorially by the press. The American Legion played an important part. On the whole much good was accomplished and an impetus was given to the cause of education that is bound to show results.—*C. H. Barnes, County Superintendent.*

Prize of Candy for Best Attendance by Parents in Spokane County, Wash.

The Spokane Chamber of Commerce gave a 5-pound box of candy to the county school having the highest per cent of visitation of parents and guardians during American Education Week. This percentage was found by dividing the number of bona fide parents or guardians of children in regular attendance visiting school during school hours of Education Week by the average daily attendance for the month of November. Only one visit was counted for each parent or guardian during the week.—*A. J. Simpich, County Superintendent.*

People of Community Show Interest in Farmington (W. Va.) High School

We were exceptionally well pleased with the interest shown by the residents of this community in the observance of American Education Week this year.

Typewritten invitations were sent out to all the patrons with the request that they visit the schools. An especially urgent appeal was made to the mothers to visit the schools on Thursday afternoon for the purpose of inspecting our class work. There was no "cut and dried" program on that day, but they saw the regular class work. At the close of the school period the girls of the home economics department served tea to the visitors.

Included in the invitations were also requests that all the patrons and friends of the school come to the high-school auditorium on Friday night of that week. Our auditorium was packed with people.—*K. H. Gordon, Principal.*

Teachers Should Make Simple Physical Tests

Not Adequate Substitute for Inspection by Physicians, but a Step in That Direction. Relatively Little Training Required

By FRANCES SAGE BRADLEY, M. D.

Director Division of Child Hygiene, Arkansas State Department of Health

IN MOST rural regions doctors and nurses are few, and responsibility for the children's health rests largely upon the teacher as the only leader of the community. For this reason, rural teachers should be trained to inspect their pupils physically so that they can point out to the parents such defects as poor vision, impaired hearing, decayed teeth, abnormal tonsils, and malnutrition. These defects are common causes of retardation of children's scholarship, and the conditions react upon the mental, physical, and financial standing of our rural schools.

Any person capable of holding a teacher's license can be taught in a short time to test vision and hearing, to know of the presence of decayed teeth, to judge whether the tonsils are normal or diseased, and to recognize the general indications of malnutrition. It is no more difficult to rate children on their physical condition than on their knowledge of arithmetic and geography. To prepare teachers for this work, normal schools, teachers institutes, and other teacher-training institutions should provide practical instruction, given by doctors. In training teachers to recognize pupils' defects, demonstrations with living pupils are more effective than lectures and textbook assignments.

It is easier and more practicable to train teachers than mothers, many of whom are ignorant. The teacher realizes as the parent does not that a child handicapped physically is an unsatisfactory pupil. Teachers are not only willing but eager to undertake training that will help them recognize the nature of children's physical handicaps, as the first step toward having them removed. They are enthusiastic after seeing demonstrations of inspection, and many have stated emphatically that never again would they admit a child to their classes without first examining him physically and if necessary urging the parent to take him to the family physician for treatment.

At first glance it might appear that physical inspection places upon the teacher an added burden, but the reverse is true. Anything that tends to raise the dullards, defectives, and repeaters to the level of normal children facilitates the work of the teacher and raises its standard. The practice of inspecting the child at

school and having the parents take him to the family physician for treatment protects the child, makes the parents more observing, and saves the community the expense of attempting vainly to teach children who are physically unable to learn until their defects are remedied.

Inspection by a teacher is not an adequate substitute for inspection by a doctor, but it is a step toward attaining regular medical inspection. The teacher's work may aid in convincing communities of the need for a school doctor.



Adolescents Not Injured by Proper Work

Public-school health authorities supervise the health of boys and girls who work in the mills of New Bedford, Mass., and attend a continuation school one-half day a week. These children receive health instruction at the continuation school and are weighed once a month. A group of these children were compared with an elementary-school group of similar age and educational qualifications, and it was found that as a rule the working child was less likely to be underweight than the school child. About 35 per cent of the school children were underweight and about 26 per cent of the working children.

The working children had gained considerable weight during the short time they had been at their jobs, especially those who had been underweight. The fact that the working children had passed a careful physical examination for fitness to work at their particular jobs may have had some bearing on their good condition, because any children who could not pass such an examination were excluded from the group. The weight gained by the girls varied with the work they were doing, but the type of work did not seem to affect the boys' rate of gain.

From this study Dr. Hugh Grant Rowell, lecturer in physical education at Teachers College, Columbia University, concludes that the average child of 14 or 15 years may work at carefully selected types of jobs without harm, if the examining physicians perform their duties adequately and if the public-school health authorities cooperate with the continuation school in studying the children's physical condition and physical possibilities.



Schools of New York State will cooperate with the State Historical Association in celebrating the one hundred and fiftieth anniversary of the American Revolution. The eight-year anniversary period begins in 1925 and will close in 1933. Pageants, plays, and other celebrations will be carried out by the schools.

Exhibit of Approved First-Grade Methods

Feature of Education Week in Worcester Was Exhibition Illustrated by Living Children. Organized by Club Devoted to Study of Psychology and Pedagogy of Little Children. Comments by Dr. G. Stanley Hall

By FLORENCE C. FOX

Specialist in Education Systems, Bureau of Education

AS FAR BACK as 1883 the movement to improve the teaching methods in the first grade was emphasized in the training school at Chicago under the direction of Colonel Parker. The subjects of study were not the three R's, but

Miss Alice Harris, the assistant superintendent, the First Grade Club exhibit attracted city-wide attention. In the magazine section of the Worcester Sunday Telegram an entire page was devoted to a history of the movement and to the exhibit which was presented in Horticultural Hall.

Supt. Walter S. Young says of it:

"Perhaps the most distinctive advance in our observance of Education Week consists in the exhibit of the First Grade Club, an organization unique in its conception and execution of plan. The First Grade Club was organized two years ago for

"Surely this exhibition will help to bring to public notice the most approved methods in elementary education which have recently been perfected in the public schools, and I venture the prediction that citizens who attend will appreciate as never before the devotion of the elementary teachers to the peculiar problems of their grades."

Dr. G. Stanley Hall expressed his interest in this movement in the following words:

"I am glad you are calling attention to the peculiar needs of the first-grade child.

"To capture this little animal from the home or street and shut it up with comparative immobility for hours each day marks a crisis not only in his mental but in his physical life, and the effect upon health, habits, and mental content is not without dangers. If the child has attended kindergarten, it is sometimes even yet harder to break into school routine, because the former habituates to so much more freedom and activity.

"Every child on entering school should of course have a careful medical survey, with practical suggestions not only to teachers but to parents. Mental tests



A circus procession in paper.

were nature study, geography, civics, history, and literature, and through a study of these the child learned to read, to write, to spell, and to work his problems in number. From that time on to the present, primary methods have been made a special study by our most progressive primary teachers. All summer schools, teachers' institutes, and the best State normals have included this study in their daily programs, while departments of education in leading universities provide for a teacher-training course in primary education.

the purpose of professional study of the psychology and pedagogy of the first grade. From the first the club has prospered. It has developed a keen spirit among first-grade teachers in their study of their particular problem and has tended to emphasize among teachers in general the great importance of first-grade work. It has not always been recognized that the elementary grades are of supreme im-



A spelling lesson.



Building words and completing sentences.

During Education Week especial attention was given to methods of teaching little children the beginnings of reading, writing, spelling, and arithmetic. In Worcester, Mass., under the direction of

portance in the life of a child and that the opportunity of teaching in the elementary grades is an opportunity for peculiar service. The old idea that the higher the grade the greater the promotion has been slow in its passing. It may be as great a promotion to be assigned to the first grade as to the eighth grade, for promotion should always be a recognition of special ability.

"I am most anxious to commend heartily the present plan of the First Grade Club to hold an exhibition of its work. I am sure that the greater part of our misunderstandings are done away with when information regarding the subject under consideration is complete.

too, would prove helpful, as would any kind of inventory of the contents of the child's mind. In the latter we often find amazing vacuities, especially in city children, regarding natural phenomena, such as plants, insects, animals, heavenly bodies, what is inside them; ignorance of plays, games, and toys that every child should know, rhythm, keeping step, etc.; and incipient defects galore.

"Mental and bodily health should be the first consideration which should dominate everything else. I would, too, have a far greater use made than is common of school apparatus, of which there is now such a wealth for this grade in the Clark Museum. I would have almost no writing, for the fine muscles are too uncontrollable, and prematurity here always tends to make bad writers. Almost everything can be taught play-wise, as Johnson long ago showed."

SCHOOL LIFE

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What is Physical Education?

AROSE by any other name would be as sweet, possibly, but a name for a flower that carried with it the idea of only a stamen, a petal, or some other constituent part would certainly not convey the impression of the whole and would be confusing and misleading.

There is much misunderstanding of the names applied to certain practices which have for their object the development and preservation of the child on the bodily side. In particular, there is much mistaken use of the expression "physical education." To many it means gymnastic training; to others athletics; to others the teaching of physiology and hygiene; to others the term stands for training in health habits; while for others it stands for the medical inspection of school children and the correction of physical defects.

On its face physical education is a more comprehensive term and includes all the other activities as means to its end.

Moreover, such a herculean task has been laid at its door that even with all the means suggested by the lesser words combined it will have its hands full. It is expected, in many quarters, to do nothing less than produce an ideal human being, or at least a 100 per cent draft-perfect manhood. This certainly can not be done by athletics nor by gymnastics (they have both been tried before), and physiology has been found wanting in the past. Nor can the teaching of health habits in schools or the establishment of nutrition classes do it all; they may help mightily, but they have their

hindrances in the home and usually begin their work some six or more years too late for best results.

Physical education, if it is to accomplish very much, means the employment of all the forces at our command for developing and keeping the body at its best. To accomplish most it should, of course, have begun with our ancestors, but practically it can and should begin with the first day of our personal evolution and be well on its way when we are born. Prenatal care is fundamental. Pre-school care and training come next. When we arrive at school age medical inspection should stand first in point of time, but the very words signify that we are dealing with imperfect or already damaged human machines. Much, however, can be done to put these machines in better working condition. The teaching (with help in the home) of the few essential habits which are necessary for health comes late, but is far better late than never. Muscular exercise, which is but one of the health habits, has its place, and an important one, but muscular exercise alone is not deserving of the name physical education.

Physical education again is only part and parcel of all education. There is no mental action without a physical change. Modern psychology is little more than a chapter in physiology, and it is for this reason that the physical side of education is of so much importance and why we should make the most of it for education's sake and not merely for the end of preparing a more successful number of candidates for cannon fodder.

There can be no clear thinking without clear definition of terms, and it is high time that on a subject which is acknowledged in theory to be the most important in education we should not confuse the whole with one of its constituents, or misname or mistake a part for the whole.

J. F. ROGERS.

The Danish Invasion

A GROUP of young men and women from Denmark, under the direction of Herr Bukh, recently visited this country and gave some fine exhibitions of their ability to perform exercises of a varied nature, and, incidentally, of the methods in physical training which have recently found favor in their native land.

For more than a hundred years Scandinavia has been a source of inspiration in physical education. In the first part of the nineteenth century Denmark led the other countries of Europe in such work and was the first to introduce the practice of gymnastics into the public schools. In the latter part of that century it came under the influence of Sweden

and the Swedish system was adopted in 1899.

The Swedish system of physical training has shown evidence that it is very much alive by undergoing transformation from time to time. In recent years Fröken Falk and Fröken Björkstén have broken away from the very formal and stereotyped "position drills" of the earlier teachers for they have recognized that not nearly so much physiological and anatomical change can be brought about by such gymnastics as was once supposed. While clinging to a high standard of perfection in their execution, the movements are much more free and unstrained. Folk dance has been drawn upon and folk songs also introduced to a considerable extent. An atmosphere of "joy and gladness" is also considered essential, whereas the gymnastic lesson of the earlier Swedes was a very serious business indeed.

The Swedish system has borne the stamp of many strong personalities and the "system" of one has differed very markedly from that of another. Bukh has had a marked influence upon physical training in his native country and may be said to have developed a system of his own. Especially does this seem to be evidenced in his methods with the training of women.

In our own country, having no national system, we have tried all of them. We have cut loose to a larger extent from the old methods of drill in formal gymnastics and have leaned more to the recreational side. Children have always looked upon the gymnastic lesson as a dose of medicine, though play has always been a pleasure. While medicine may be sometimes necessary, it is well to follow this hint from nature, and we have done so by giving larger doses of games, dancing, and athletics, and smaller ones of arm stretchings, knee bendings, etc.

J. F. ROGERS.

ONE TRUTH to be kept steadily in view in all the processes of teaching and in the preparation of all its instruments, viz, that though much may be done by others to aid yet the effective labor must be performed by the learner himself. Knowledge can not be poured into a child's mind like fluid from one vessel into another. The pupil may do something by intuition, but generally there must be a conscious effort on his part. He is not a passive recipient but an active voluntary agent. He must do more than admit or welcome; he must reach out and grasp and bring home.—Horace Mann.

Folk Dancing a Moderate and Healthful Form of Exercise

Rhythm an Educational Asset. A Delightful Experience to Children to be Allowed Such Freedom of Movement With a Minimum of Direction. Muscular Control Becomes Highly Educational. On Programs of Many American Schools

FOLK DANCING is a part of the physical education work in Cleveland, Ohio, from the third grade up. The syllabus of physical education for elementary education in that city (for 1922) says of singing games and folk dances:

"Children are peculiarly responsive to the appeal made by the rhythm. Not to make use of this natural and wholesome form of expression at the formative

child may be the equal of the grown-up, and the grown-up need not feel belittled by participating with the child. In a group of folk dancers, of different ages, even the little child belongs to the group, as an essential part of it, and at the same time feels the value of his individual contribution. * * *

"It is a delightful experience to a child to be allowed this freedom of movement while being led to develop skills of balance and carriage, to do these things with a group of his own kind where inhibition is necessary only so far as it contributes to a creditable performance and the welfare of the whole.

"The body is made the servant of the spirit. Muscular control becomes a highly emotional and intellectual thing. So posture comes as a natural response to ideals of quality of performance. Poise is developed gradually in the child through a growing sense of 'timing' and controlling his movements. He be-



period of the child's life is to lose a valuable educational asset. In these simple rhythms we have a moderate and healthful form of exercise and a most usable means of instilling ideals of social conduct so necessary in the child's relations with his fellow beings."

Miss Olive G. Whitworth, supervisor of physical training, writes:

"Folk dancing has decided educational value for the child. It furnishes a valuable impetus to physical development, for children delight in rhythm; it offers a wholesome vent, in pleasurable activity, to the emotions which play a large part in a child's life. It is learning by doing, rather than being told how to do. It is group activity satisfying to the older person yet not beyond the power of the small child to perform. There are few things in which the small



comes conscious of individual power, and, what is more important even than that, he becomes conscious of group harmony. * * * Rhythm is truly 'an attribute of life' and should be given serious consideration in the educative program."

To train natives of Alaska to be seamen, the United States Bureau of Education will use the power schooner *Boxer* as a school ship. Navigation and wireless telegraph operation will be among the subjects of study. The *Boxer* is now used to carry teachers and supplies for the bureau's schools, reindeer stations, and hospitals in Alaska and to ship reindeer meat from Alaska to Seattle.

To celebrate the hundredth year of teacher training in the United States, a centennial conference on normal schools and teachers' colleges was held at Terre Haute, Ind., December 6-7, under the auspices of the Indiana Normal School. Several of the papers presented at this conference and furnished through the courtesy of Dr. L. N. Hines, will be printed in *SCHOOL LIFE* in the near future.

Armenians Appreciate Health Education Literature

The publications which were sent to me concerning health education in the schools have arrived safely, and part of the literature is now being translated into Armenian. We are planning great things for the coming spring, when our campaign is going to be launched.

One of the sets which you sent me has been passed on to the director of physical education, and we are now dyeing cotton cloth to make costumes for a health play, which we are going to produce together. Another of the sets of pamphlets was sent to our post hospital, for the native nurses who are about to graduate from the Near East Relief Training School. They have no reading matter at all, and I knew that they would be interested in public health as it is taught in the American schools. A complete translation of these booklets will be made and placed in the teachers' library for the use of the teachers. I think no one package ever contained so many possibilities.—A letter from Pauline Jordan, Superintendent of Education, Severski Barracks, Alexandropol, Armenia.

Parent-Teacher Associations Celebrate Anniversary

To commemorate the founding of the National Congress of Mothers and Parent-Teachers' Associations, February 17 will be observed as Child Welfare Day by parent-teacher associations all over the country. Many local associations will contribute money through their State organizations as birthday gifts to the national congress. Last year, when Child Welfare Day marked the quarter centennial of the founding of the national congress, more than \$4,500 was contributed. Most of this money was used during the past year to pay the expenses of field secretaries in organizing associations in six States which previously had no State branches. Branches have now been organized in 45 States and in the District of Columbia.—Ellen C. Lombard.

As part of a plan to advance the study of designing and utilizing the commercial airplane, New York University's college of engineering has established courses in aeronautical engineering and industrial aviation.

To promote better understanding between Filipino and American students a club has been organized by Filipino students at the University of Oregon, called Varsity Philippinenses.

University's Service is Essential

(Continued from page 98.)

toward the reduction of the cost of production or the increasing of the quantity or the quality of the farmers' products that have been carried to successful conclusion would extend beyond the limits of your patience. These experiments would be impossible for the individual farmer, but from the college bulletins and the university extension agents he may learn their results without cost to himself. As a result of years of such service the farmers of Missouri raise more hay on fewer acres, more hogs with less danger of cholera, more hens that lay more eggs, more cows that give more milk, more trees that bear more fruit. In short, each year the increased profit due directly and indirectly to the work of the college of agriculture will undoubtedly amount to many times the cost of the whole university. Nor should the university be credited only with dividends in cash, for whatever leads to better conditions on the farm and to improvement in rural communities is giving stability and permanency to the most important industry in our State, and thereby aiding in the perfecting of our State and National life.

Journalists Engaged in Work of Education

This is an age of information, and before the newspapers of our land lies a great opportunity to bring to the people everywhere that which they should know and a great obligation to see that what is presented is true and worth while. The journalist and the teacher are both engaged in the work of education, and it is important that both should have high standards and patriotic purposes. Through the school of journalism the university aims to prepare men and women whose services as journalists shall be to the advantage of their communities in the formation of clear ideas on questions of public interest, and in the upbuilding of all those moral and civic virtues that make a town or county worth living in. If the university can train a generation of journalists who will print what the people want to read (for otherwise they will not read it) but at the same time print only that which they should read for the improvement of themselves and their community, then will it be entitled to some additional credit in the column of dividends.

For each of the other schools and colleges of the university like justification can be made. I desire instead to call attention to a type of university service that though less valuable to the individual may be more valuable to the State and

Nation than the lines of professional preparation already discussed. It is by research that man discovers new truth, and it is by the application of new truth, combined with old that he makes progress in civilization. In these days we are inclined to evaluate university training in terms of its practical application. With this idea the university should be in full sympathy, provided it is allowed to remind its students and the public that a subject may be no less valuable because its practical application may follow less immediately upon its acquisition.

Applied Science Based on Abstract Research

When judged by the standard of immediate use, much of the work of a university seems of doubtful practicality, but let us not forget that back of every practical application lies a general theory. The applied sciences find their bases in pure sciences, and the day and the way in which some purely abstract law or isolated fact may come into relation with some other law and some other fact with an application of enormous benefit to mankind can not be foretold. Back of the marvels of Edison and Marconi and Bell were years of patient discovery of general principles of electrical action. Back of the chemical processes on which our great industries are built lie years of careful experimentation by impractical professors. Back of the announcement of some permanent cure of a hitherto unconquerable disease lie hundreds of apparently useless experiments in biological science. There is scarcely a thing that we eat or wear or use that has not been improved or made or brought to us because some genius has made practical application of the results of apparently impractical research.

Back of all our institutions and forms of government lies serious study of the history and progress of mankind. In fact, when the history of mankind is read aright it will be found that the greatest service to its progress has been rendered not by the men who did the most but by the men who thought the best. The university, therefore can not be forgetful of its function to provide a place for high thinking quite apart from possible immediate vocational application. However practical it may be in some of its endeavors, it must be apparently theoretical in others. In the busy mart where men struggle for success, there is little time for the calm deliberation and the lifelong experimentation that is often the price of great progress.

University Investigators Seek Untrammelled Truth

Fortunately the great industries maintain experimental and research investigators, but their aim is an immediate result and their product is for the most

part patentable for the benefit of themselves or their employees. To the university professor and his like must be left the search for truth untrammelled by thought of its application to the particular business that pays his salary. Within the university walls where there is peace, there is always hope that experimentation and deliberation may somehow, somewhere, bear a golden fruitage to be used some time for the happiness and prosperity of mankind.

Trains Graduates as Citizens of Free Democracy

With the increasing complexity of civilization we have ever greater need for men qualified to perform special service. To whatever degree organized society finds use for specialized ability, to that degree the university may wisely go in offering specialized training. It must, however, bear always in mind that its graduates are not merely specialists. They are not merely journalists, teachers, lawyers, farmers, doctors, engineers, business men, ministers, artists, artisans, authors, scientists, historians. They are also citizens of a free democracy. They have not only their special service to perform and their individual living to make but they have always the duty and obligation to protect and defend the institutions of democracy against the direct assault of destructive ideas and the insidious devastations of wheedling demagogues.

While in one sense they must be extreme individualists devoting their time and thought to a minute though valuable portion of the world's work, they must not be unmindful of their relation to the organization that makes it possible for them so to specialize. A surgeon who thinks of his profession only as an opportunity for personal success as measured by an increasing reputation and correspondingly higher fees has failed in half his duty. There is a vast difference between the lawyer who views his clients only as a source of revenue and one who feels that he has a chance to forward the growth of the spirit of justice. A journalist whose standard is the distributing of news, the stench of which will attract readers and therefore more advertisers, renders quite a different service to mankind than does the one who recognizes his great opportunity as a purveyor of truth to educate the people.

Must Retain Sympathy in Humanity Itself

It behooves the university graduate, therefore, that he be not overwhelmed by the tide of efficient service so specialized in one line of human endeavor as to shrivel his interest and sympathy in humanity itself. It is in this broader view of a man's relation to the State and Nation and to civilization as a whole that the university must give some attention, to

the end that not even the least of its graduates shall fail to pay in full his obligation to society.

A democracy needs leadership, and if the educated do not furnish it, rest assured there are others who desire to though you and I may not approve of the direction in which it leads. In these days when liberal education is overwhelmed by the interesting and absorbing demands of professional preparation it is highly important that every professional man shall be able to use his ability of scientific inquiry and clear thinking in helping to solve the problems of public service and mutual cooperation.

Work to Prepare for Harder Work

The university aims to give every student a dominant interest in life; to make him feel that he must work hard now in order to prepare for still harder work to come; to emphasize for every one that his university course should prepare him to excel in some useful service, and to help him to choose that field in which he has the greatest interest and the greatest possibilities of success. But however great the emphasis upon professional training may be, the university can not forget its duty to make a man broader than his business; to give him a wider human sympathy; to show him a glimpse of the great thoughts of humanity and thus make him a better citizen.

To establish ideals of conduct; to create an appreciation of community responsibility; to develop the power and the desire to think wisely about the complex problems of State and Nation; and to cultivate the ability to express ideas effectively for the forwarding of his own business and the improvement of community conditions—all these elements are no less the business of the university than is the perfecting of a man in the arts of his business or profession. An analytical mind, a discriminating judgment, the power to distinguish truth from error, not only in one's own business but outside of it, are qualities that the graduates of the university should have in greater measure because of the influence of the university.

Improve Both Labor and Leisure

There is, however, a still broader definition of education that the university must keep in mind; namely, that the purpose of education is to improve both the labor and the leisure of mankind. After a man has done all that he needs to do or desires to do for himself and for his fellow man, there is still time that he may call his own—the idle hours of life that may be devoted to that inalienable right of man—the pursuit of happiness. In these idle hours the university finds vast fields

of influence. The result of a university education should be that through increased capacity to labor the leisure hours come sooner and more often and are more abundantly filled with the pleasures that mankind considers highest and best. To give a man more leisure but leave that leisure vacant would profit him but little. The university is obligated to improve man's pleasure; to give him a taste for and an appreciation of all that is best and noblest; to teach him to love music and art and literature and life in all their various manifestations; to enjoy contemplation, to appreciate activity, and ever in peace and contentment to take great pleasure in the pursuit of truth and beauty. Thus may a man, because of his university education, live more serviceably, enjoy more intensely, die more contentedly.

And when all these things have been well done the university may feel that in some small degree it has fulfilled its mission.

Good music at nominal prices is offered to students by New York University's recently established department of music, which is holding a series of concerts. These include an oratorio, a recital by a string quartet, and other vocal and instrumental concerts.

Chicago has spent \$30,000,000 for playgrounds and community centers.

HAVING in mind that education is peculiarly a local problem, and that it should always be pursued with the largest freedom of choice by students and parents, nevertheless, the Federal Government might well give the benefit of its counsel and encouragement more freely in this direction. If any one doubts the need of concerted action by the States of the Nation for this purpose, it is only necessary to consider the appalling figures of illiteracy representing a condition which does not vary much in all parts of the Union. I do not favor the making of appropriations from the National Treasury to be expended directly on local education, but I do consider it a fundamental requirement of national activity which, accompanied by allied subjects of welfare, is worthy of a separate department and a place in the Cabinet. The humanitarian side of government should not be repressed, but should be cultivated.—President Coolidge, in his annual message to the Congress.

Essays on Promoting World Friendship

American School Citizenship League Offers Cash Prizes to Stimulate Interest of Students in International Questions

STUDENTS all over the world will compete in the 1923-24 essay contest which the American School Citizenship League is conducting in accordance with its custom for several years. This annual world essay contest, which is intended to promote international good will, is open to students of all countries in normal schools or teachers' colleges and in the senior year of secondary schools. Students in teacher-training institutions will write on methods of promoting world friendship through education and secondary-school students will write on the organization of the world for the prevention of war. Writers of the three best essays in each group will receive prizes of \$75, \$50, and \$25, respectively. These prizes are known as the Seabury prizes. Last year the first and third prizes in the secondary-school group were won by European students.

Each country participating in the contest other than the United States may send to the league three essays selected by judges in that country, and these essays must be translated into English before they are submitted to the league. All essays must be received by the league not later than June 1. Further information on the contest may be obtained from the secretary of the league, Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass.

"Normal" Children Are Few in This District

Fewer than one-sixth of the pupils of the 38 rural schools of Mannington, W. Va., are physically normal, according to a report by the district medical inspector. Of 777 children examined, 664 had marked defects of vision, hearing, nutrition, teeth, etc. More than two-fifths of the children were seven or more pounds under weight, and more than one-third had defects of teeth serious enough to be noted by a general physician without examination by a dentist. About one-fourth had defective vision not corrected by glasses and showed evidence of eye strain. Nearly one-third had notable enlargement of the thyroid gland, constituting actual or beginning goitre. The parents of all children with serious defects were notified by the health department and advised as to rules of diet, necessity for glasses, and for other remedies.

Health Means Fitness for Service

Vigorous Campaign to Arouse Interest of Pupils and Their Parents in Health Conditions. Forty Per Cent of Children Found Underweight and Unfit for School. Entire Curriculum Correlated with Health

By ROSANNE AMBERSON

ON THE WALLS of Public School No. 9, Hoboken, N. J., in every copy book, on every poster, stands the slogan, "Fitness for service." It reminds one of war banners and posters, of training camps and front lines. It is the motto of a new kind of training camp, the battle cry of a new campaign. Over each slogan are two words which are less conspicuous. Add them to the motto and see:

Health Means **FITNESS FOR SERVICE**

A group of boys and girls representing every nation of Europe makes up this training camp. The maneuvers and the tactics that must be employed to reach that front line, "Fitness for service," form their daily lesson. The posters, the copy books, the decorations, a well-planned exhibit are part of a strategic move to win the interest of every mother and father in Hoboken to the cause of health.



Court scene. Stern young judge banishes coffee.

But to begin at the very beginning of the story. The idea of a health program in School No. 9 developed with a realization that 40 per cent of the children were underweight and unfit for school work. A physical examination of all the children was the first plan and this gradually developed until it included a full-fledged health program. The program had three objectives: To reach into every home, to enlist the interest of every child in the cause of health, and to demonstrate to each family group, through the children, the method of achieving health.

Contact with the home, the first objective, was made through the children and developed as the other aims of the program were achieved. Personal letters and invitations to each mother, as well as visits from school representatives, further built up a sympathetic and co-operative relationship.

The most important step was to interest the children and through that interest to show the road to healthland. Health was dramatized, health was spelled and drawn and written and sung. The whole course of study was reorganized and built around the idea of health. Each grade was assigned one particular topic, such as sleep, food, cleanliness, and every health rule as it was learned was put into practice. Posters, stories, exercise books, and songs patterned after American Child Health Association material were worked out for such grade topic. All the subjects in the school curriculum were correlated with health. English classes wrote accounts of "The

Land of Health." Arithmetic classes computed how many cakes of soap to wash hands and faces could be bought for 25 cents. History classes considered a possible government for the land of health. Geography classes colored the map of New Jersey to illustrate the raising of health products.

Physical examinations telling a story of underweight and subsequent backwardness in school brought about the formation of a health council. The duty of the council was to consider the problems of each underweight child, to select

children for special classes and to do necessary follow-up work in the home. Other work of the school with backward children had demonstrated that improved health conditions enabled them to reach their proper grade gradually. It was upon such past experiments that the health council developed its plans.

To connect all three objectives of the campaign and actually to bring mothers and fathers into the school, a health exhibit was arranged. All the work of health interest done by the children was gathered together and displayed in the

assembly hall. One afternoon was given over to an entertainment consisting of songs, drills, and plays. Some 350 parents came to the exercise and watched a stern young judge banish coffee from the court and award a favorable verdict to milk, the "King of foods."

All the projects undertaken by Public School No. 9 aim through health to reach the final goal, "Fitness for service," to the school, to the community, to the



Cleanliness drill.

country. Such a goal would be far beyond reach, were it not for the spirit of the school. Watch the children's faces as they act out their plays and games or as they sing their health songs if you would see the driving force of the whole campaign. A small army of young citizens able to give worth-while service to the future is fast developing in Hoboken. Not only No. 9 but schools all over the country are striving through health teaching to add their quota to the list of those fit for service.



To enable every school child in Virginia to be weighed regularly, the State department of education, the State department of health, and the Virginia Tuberculosis Association are making efforts to have scales placed in every school in the State. The Cooperative Education Association of Virginia has provided many scales as a step in meeting this need.



A national conference on illiteracy will be held at Washington, January 11-14, through the cooperation of the United States Bureau of Education, the National Education Association, the General Federation of Women's Clubs, and the American Legion.

Present Viewpoint of Education in America

Schools Must Contribute to Stability of Home and to Needs of Occupational Life. Girls Must Learn First Duty is to Perpetuate Race. Occupational Misfits a Menace

By EUSTACE E. WINDES

Associate Specialist in Rural Education, Bureau of Education

THE PEOPLE of the United States have parted company with the rest of the world in education. We are definitely committed to a program of universal education—education of all children of all racial, social, economic, or occupational groups, of all types of ability, in all the essentials which will help them to realize their life purposes. Education is no longer for the select few of high ability who look forward to professional service.

This new conception of education is a natural outgrowth of our democracy. We see that the surest guarantee of equality of life opportunity comes through equality of educational opportunity. We see that the best safeguard of our democracy lies in the proper education of the individual citizens of the democracy.

Educational Ends Stated in Terms of Life

This conception of education and the consequent statement of educational ends in terms of life purposes rather than in terms of subject matter, is the outstanding contribution to educational thought of the present decade. This conception of education is particularly fortunate for the colored race in the United States. With its acceptance, all men whose opinion count—North, South, East, or West, to-day, are agreed that the proper education of the Negro can not be neglected without danger to our social order. All men are agreed, too, that the proper ends of education for the Negro child, as for the white child, must be sought through a determination of the actual life demands of to-day upon the individual, of the present lacks of the individual in view of these life demands, and of the conditioning of the learning process that is inherent with the individual to be educated. In seeking to realize the ends set up, subject matter and a method of presentation adapted to the particular group under instruction, must be carefully selected.

Address delivered at the dedication of the 2,000th Rosenwald School, at Brunswick, Shelby County, Tenn. November 26, 1923.

With these general statements as a point of departure, I wish to examine two important groups of life needs of to-day, to which the school must contribute a solution. These needs exist for both the white and the black race. I consider them to be of basic importance in our present day educational program. The first of these groups of needs I state as the need for education for home life. The home life of the colored race in the United States has never been stable. The home life of the white race is becoming less stable. The unstable home life of the colored race and the present evident disintegration of the white man's home are not solely due to such an abstraction as morality. It is rather a specific influence of our industrial social order. Primarily the colored man's home has been easily broken up because the colored wife has always had a large measure of economic independence of the husband and father. She has always worked outside the home, contributing to the support of the family to a greater extent than has the white wife. She has always known that she could gain a living through her own work about as easily independent of her husband as with him. Consequently, she has not felt the necessity for casting her lot for life with one man, as has the white wife. The family has been easily broken up and many of the values of the fixed home life for children have never been realized.

Home Life Decidedly Less Stable

The women of the white race to-day are fast becoming economically independent of the men. Modern industry has made a place in the world of work which she can fill. She is showing that she prefers this economic independence in the world of work to comparative dependence as a home maker. She is becoming more and more unwilling to accept the responsibility for children or to cast her lot for life with one man. She breaks up the home sometimes for trivial reasons. The white man's home is decidedly less stable than it used to be.

Those of us who know the values of the right kind of home life for the child look upon the situation with considerable alarm. We believe the school should correct the tendency and give to all the stable home life that has been so largely responsible for past progress in civilization.

How can the school do this?

First, by teaching girls that they exist primarily that the race may be perpetuated. A woman's first duty is to reproduce her kind. Girls should be taught that they have not justified their own existence until they have borne children and done what they could to bring them into worthy manhood or womanhood.

Second, the school can teach the proper care of children. Too many of your children die in infancy. Too many acquire preventable physical defects. Girls who are to become mothers of children should be taught how to protect them from disease, how to feed them properly, how to clothe them sensibly, how to nurse them in illness, and how to teach them habits of personal hygiene.

Home-Making More Valuable Than Outside Earnings

Third, the school can teach girls who are to become home makers how to make a real contribution to the family income through intelligent home management. The selection and preparation of the right kind of foods, proper budgeting of household expenses, proper care of the home so as to make it comfortable, attractive, and conducive to good health, is worth more from the standpoint of the economic well-being of the family than small earnings outside the home, which invariably mean additional expense within the home and home neglect. Good home management that makes the father and wage earner comfortable, gives him a joy in his home, keeps him in good physical condition, and insures the proper development of the children of the home, is worth more from the standpoint of the economic well-being of the family than the earnings of the wife outside the home in many cases, and is the best cure available for many of the social evils that are apparent to-day.

The second group of needs to which education to-day must contribute I state as needs arising because of occupational life. One's occupation colors his whole life. It fixes his leisure time, determines the social group with which he will spend his leisure time, relates intimately to health, determines the stock of knowledge that is found useful, and determines largely his relations to government and other civic matters. A sane program in education will secure for all men equality of occupational opportunity.

Freedom of occupational choice is an outstanding characteristic of our Ameri-

can civilization and a condition to be zealously safeguarded. Occupational opportunity has peopled the United States from older countries where freedom of choice is in varying degree denied and where returns for occupational effort are meager. Individual migration in response to occupational opportunity has largely determined the ceaseless shifting of population in the United States. So long as we can keep the road to free occupational choice open hope and stimulation to effort will not be lacking, unrest and destructive revolution will not seriously menace, economic forces will balance vocational groups, and the need for government interference will not become acute.

School's Concern is Education for Occupation

One who realizes that the occupational misfit is a danger to society; that an occupational misfit is relatively unproductive because the keen stimulation of working toward a self-chosen end is lacking; that an occupational misfit is a discontented man, ripe for propaganda inciting to violent acts against the established order; that an occupational misfit is an unhappy man, and organized society is not justified in contributing to such a lot, will insist that the school concern itself largely with education for occupation.

We have been the victims of a conception of education such that proper education for occupation has been neglected in the past. Originally our schools sought only to fit a few for the learned professions or to give what was termed general culture. Education proceeded through pure mathematics, Latin, Greek, and the English language. Even to-day I find all over the country boys and girls struggling hopelessly with such things as Latin grammar and the theory of quadratics in algebra. Parents insist that children shall give their time to these things. Some school men still insist that only such things offer a worth while education. Yet it is undoubtedly true that the majority of children can never benefit by such an education. This applies to children of all racial groups.

Guide Children Into Suitable Occupations

Happily, the majority of school men to-day see that where all children are to be educated many of them are best served through studies directly related to such occupations as agriculture, carpentry, machine-shop work, business and clerical occupations, and engineering. Such men insist that the school must offer a survey of the world at work wherein children are acquainted with the characteristics of various occupations, and that a careful study of the abilities and interests of the child must be made by the teacher to the end that the child

may be guided into the occupation that most surely promises success.

In addition, educators to-day are insisting that children study the world about them as it will affect them as members of specific occupational groups. The relation of the farmer to physical nature is quite different from the relation of the miner to physical nature. Similarly, the relations of members of the farm group to the world of workers, to the general public, and to other members of the farm group are quite different from the relations of the merchant to these same factors. Moreover, the farm-bred child studies these relationships more easily from the standpoint of their influence upon his own group than from any other standpoint.

Vocational Groups Influence Governmental Action

It is especially true that the school must deal with human interrelations from the viewpoint of a particular occupational or vocational group. Government concerns itself more and more with vocational group relationships. Governmental control is turning away from major political party control to control by organized vocational groups. Unfortunately, vocational groups are now organized largely in order to compete with other vocational groups rather than for purposes of cooperation. The most serious problems confronting the Nation to-day grow out of this fact of vocational group organization. Unless the young are taught the proper relationship of group to group in our national life, we are surely riding to a fall. Unless the young can be taught to act from the viewpoint of cooperation rather than from the viewpoint of competition, both as regards relationship within their own group and relationship of their own group with other organized groups, we shall fritter away our national energy, be perpetually engaged with internal strife that retards progress, and finally disintegrate as a Nation. So long, too, as competition is the order of the day, the weaker groups will be continually exploited. Large numbers will be forced to live at low levels. Unrest will continue.



Thousands of public-school children of St. Joseph, Mo., joined in preparing a pageant under the direction of their teachers. In this pageant more than 20 floats, representing various episodes in the educational history of the United States, paraded the streets of the city.



Lantern slides on health subjects are lent to schools and other organizations in Montana by the State department of health. Among the subjects of slides are conservation of vision, good teeth, care of the baby, and school hygiene.

Fifty Scholarships Offered in Health Education

American Child Health Association Seeks to Raise Health Standards by Stimulating Teachers. Actual Work the Basis

TO TEACHERS of elementary schools the American Child Health Association is offering 50 scholarships for study during the school year 1924-25. Fifty teachers will receive \$500 each for study of health education problems.

This set of scholarships, the second of its sort issued by the association, has a threefold purpose: To create an interest in health education, to raise the health standards of every child and every family in the United States, and to find and train teacher leaders. Throughout the country there are teachers working over health education problems who need stimulation and encouragement.

Excellence in health education will determine the scholarship awards. The work of each teacher is to be measured through her plans, her children's work, and her children's health. As health education in its ideal form must carry over into everyday life the proper health habits, this last measuring rod for each contestant is the most important. All the posters and plays and exercise books done by the boys and girls themselves, all the methods and devices employed by the teacher, will be considered.

A number of conditions control the awards. In the first place the offer is made to teachers in cities having a population of 50,000 or more. Exception is made of States having no cities of such population. A satisfactory number of applicants in each city must agree to form a local competing group. Only teachers of the first nine grades are eligible for scholarships, which will be awarded on the basis of several consecutive months' work, ending not later than May 15, 1924. Scholarships may be used for summer school courses at accredited teacher-training centers in the summer of 1924 or for work in accredited colleges, universities, and normal schools during the school year 1924-25.

A local committee on awards will choose from the local group of competing teachers the three contestants who in the opinion of the committee have done the best work. These three names will be submitted to the committee on awards of the American Child Health Association as a basis for final choice. In each of the thirty or more competing cities contest work has already begun and scholarship applicants are enthusiastically drawing up their best plans.

Turn Good Intentions into Channels of Objective Achievement

Daydreams Merely Means of Gratifying Wishes for Which No Technique Exists. Education Ought to Give Technique for Harnessing Wish to Reality. Examples Illustrate Application of Method

By JESSIE TAFT.

Director Department of Child Study, Children's Aid Society of Pennsylvania

IN AT LEAST one respect the child is the equal of the man—he “wishes” as hard at 5 as he does at 50. It is this capacity for wishing without the power or means to work out the fulfillment of the wish objectively by one's own direct efforts which makes most of the maladjustment in the world of human beings.

The wish of the child outruns his capacity for realization in terms of reality. In very truth he reaches for the moon, and his technique, crying or extending the arms, proves to have no relation to the world of fact. This failure in technique does not lessen the intensity and reality of his wish to bring into subjection the content of his environment. The wish remains and pushes the organism on into some kind of action appropriate or inappropriate. If no suitable methods, no appropriate tools are at hand, then the wish impels the use of substitutes. It is a moving, seeking, restless force which is always impatient for fulfillment and ready to use any short cut to satisfaction, the less effort and time required the better. The child wants the bottle but will use his thumb in the meantime if that is the best he can do for himself. It is not a fulfillment in terms of objective fact, it is in part an imaginary, self-deceiving fulfillment, but it gives pleasure and satisfies the pressure of the inner craving for some kind of relieving action.

Discrepancy Between Desire and Realization

It is this tendency to separation between the wish and the external world, this discrepancy between desire and ability to realize it in terms of fact, which makes life a problem both to children and grown-ups. Our wishes are not always accompanied by commensurate ability to manipulate all the reality involved in their satisfaction. Because of this inequality and the persistent pressure of the wish undeterred by our inadequacy we human beings from infancy on spend infinite time and energy in supplying sops and substitutes which can be obtained without complete regard for the facts of a real world.

The baby is so completely without equipment for dealing with reality first

hand that he has to depend upon indirect influence almost entirely. He gets very bad habits, too; and some of us spend our lives trying to escape the patterns infancy sets up. The baby's crying obtains gratification for his wishes as long as his parents respond. He will tend to hold on to this subjective method, because it is easier than learning to talk or make specific motions, as long as he gets what he wants.

Leaps to Achievement in Phantasy

As his wishes evolve and crying no longer serves he is forced to learn techniques that have more relation to the facts—that is, more objective methods. Still, his parents do much of the work and he will impose and enjoy his power just as long as reality allows him to. He has such a well-developed wishing equipment and such a meager equipment for handling things and situations that he can not wait to be successful and powerful until he actually possesses the techniques. While we are trying to develop his contacts with a real world he leaps to glory and achievement in phantasy. He can not endure the pain of his own feeble state, the strangeness and terror of a world over which he has no control. In his dreams he conquers the earth. The fairy story is the child gaining power and control in a world of his own making. In daily life he identifies himself with the policeman, the driver, the conductor, the engineer, the soldier, and all those who seem to him to be running things.

Not only daydreams, night dreams, and phantasy are used to gratify wishes for which no real techniques exist, but all sorts of inappropriate behavior reactions which make other people obey us and do for us, the use of all sorts of subjective weapons such as tantrums, illness, physical symptoms—these gratify the desire to experience a feeling of power and control and also obtain definite pleasures. Delinquent behavior, obstinacy, all sorts of responses have to do with the failure of the child to gain expression of his wishes and needs in accordance with the real world.

You can see how this opens up the entire problem of education. What is edu-

cation? At least, what ought education to be if not an attempt to give the child techniques for his wishes? to harness the wish to reality? to substitute objective methods and interests for subjective ones? We have to teach our children so skillfully that they can get satisfactions and a feeling of power and adequacy out of the control they have acquired over real materials. A boy who has learned a technique for transforming raw material into something he wants, in any field, has a weapon, a real defense, and a legitimate basis for a feeling of confidence and superiority. In time he will prefer the thrill of actual conquest of reality to the thrill of dream victory. We prefer dreams only because we can not face our own inadequacies and the perils of real achievement.

This Type Avoids Danger of Conflict

Sammy is a beautiful child of 10, whose detachment from the world he lives in is at times startling. His desires are intense, his capacity to put them over in a social world is comparatively undeveloped. His method is to try to be entirely individualistic, never to compete or want what others have. If desire bids fair to be defeated, he withdraws desire. All of his methods are evasive. He is most charming to everyone, particularly adults; but if there is any danger of conflict, he merely goes away, saving himself if necessary by righteous indignation which is too proud to fight or by a sudden preference for another activity alluringly described to those he is deserting. Punishments he turns into opportunities and delightful pastimes. In many ways Sammy is not a coward. He can perform daring feats, but he always tends to evade any new experience in which he anticipates failure or competition. He adores tools, but does not want to be taught to use them. Teaching implies a standard which he may fail to meet.

Boastful Romancing Compensates for Inability

He often talked about his experiences at the seashore and gave dramatic rehearsals of his skill as a swimmer, illustrated by use of the tub bath. In the spring he was entered in a swimming class. At the first session he was there without a bathing suit, and, of course, could not go in. The next time he explained that his mother didn't want him to go in until his cold was better. The third time he wasn't there. Investigation and actual testing showed that Sammy had a resistance to the water, had not learned to swim, and had been compensating by this boastful romancing. The teacher went to work on the problem and Sammy is by now a real swimmer. In other lines the slow development from subjective satisfactions

to objective accomplishment is, we believe, gradually taking place.

Jane is a child of 11 who possesses unusual physical strength and skill and many lovable qualities, but is below average in intelligence. She is, in truth, a dull child and often finds herself unable to hold up her end with a group of children of her age. If physical strength does not suffice she will go away or will use ridicule or obstinacy and often succeeds in arousing the group to unavailing fury while she, enjoying the sweets of power, dances about tantalizingly on the outskirts, too fleet to capture. Another outlet—a good one—is found in her care of younger children with whom she can feel adequate. She also makes the most of her physical skills, not naturally but because intelligent schooling has developed all of her abilities to the utmost.

Direct Factual Attack on Environment

Arthur, a boy of 10, illustrates a direct factual attack on the environment. He is an able child, robust but decidedly undersized and not up to children of his age in motor coordinations. He can not catch a ball very well; he doesn't run as well as his friends; he can't wrestle as successfully. His attitude toward his physical inferiority is perfectly straightforward. He admits it to himself and to others; he is never blinded to the weak points in his performance, although he is often unhappy about them. He is able enough to compensate in intellectual achievement, but no indication of such compensation is seen, although he does good work. His method is shown in his handling of his intense desire to stand on his head as well as the little girl next door. When he first had this desire, the expression of it was entirely beyond his ability. Instead of resenting the fact that he had been beaten by a girl, belittling her accomplishment or directing his ambition elsewhere, he expressed loud admiration and asked for pointers. He watched her feats with an analytic eye, accepted all her explanations and instruction, and at bedtime he practiced on the bed before being tucked in. Sometimes he expressed disgust or gave up in despair, but kept at it with a dogged persistence over a period of several months, analyzing his failures, criticizing and altering his methods until success crowned his efforts. Then, instead of using his achievement to prove his equality with his original rival, he settled down to a real enjoyment of his newly acquired control. It was prized for itself, quite apart from its competitive value.

Childish Faults Cured by Actual School Treatment

Other forms of compensatory use of energy are more in evidence among de-

pendent and delinquent children, although they are by no means confined to such groups. I refer to the very childish pleasure-giving activities which are used in a perfectly blind fashion, such as bed wetting, thumb sucking, excessive candy eating, absorption in excreta, and masturbation. These often seem to have no relation to thwarted impulses, but they tend to disappear when the environmental conditions are made stimulating and conducive to the development of more active, aggressive, and objective behavior, particularly when a satisfying home background or active school treatment is provided.

Increased Field of Wish at Adolescence

At adolescence the separation between wish and reality is greatly heightened. There is a tremendous increase in field of wish. A new urge becomes prominent, and there are no techniques developed equal to the rush of desire for social approval and sex success. You see how naturally there comes a burst of religious interest, interest in art, in theory, in ethics, in systems. Youth has to get something to control reality in the interest of this burst of energy, this blossoming of desire.

Here our educational responsibility is great. We must not allow the separation between wish and reality to go unbridged or to be filled by mere words or theory. We need more than ever to try to supply definite weapons and techniques for actual achievement. There was an instinct for reality in those primitive races who, in the initiation ceremonies of puberty, taught their young men and women definite methods for charming the mate and for making good in the sexual relationship. Love, marriage, children, work, social relationships, all are realities which can not be met in terms of wish only; dreams are a poor substitute for objective method.

Task of the Social Worker

To come down to the present, to our own field, and the social worker. What is our task to-day in social work? Is it not harnessing the wish to a definite, scientific method—a real technique, even though that technique be still in the making? The student who feels a call to social work, the volunteer, the board member, all of these in the beginning are too frequently motivated by the "wish" only, and it may be an urge which has its basis in needs of their own quite apart from any knowledge of social work or what it really involves. They want to do good, to save, to help, to sublimate, to fill their lives because death or failure has left them barren, or it is the cry of adolescent youth, eager to save the world, its

hands empty save for dreams and desires to do some vague indefinite good to an equally vague and indefinite humanity.

How many of us have drifted into social work on the urge of our own subjective needs and the lack of any equipment which would fit us for definite work in other fields? Saving, helping others is a great consolation, a bolster to a fainting spirit. There is power and superiority in the idea. Many a social worker feels comfortable and at home for the first time in her life in the relationship which she takes to her clients. She is clearly the superior, she deals with those less able than herself, more unadjusted. We must recognize that in social work we attract the seeking ardent souls who have not found the harnessing of their wishes to reality an easy task. The job of the training school and of us as a professional group is to turn the good intentions, the subjective needs, the adolescent urge into the channels of objective achievement and into an actual comprehension of the facts and techniques for dealing with them. Without the harness of technique the wish becomes the instrument of ignorance and phantasy and separates us from the world of reality.



Many Cities Provide Playgrounds for Children

Since the beginning of the movement to rescue and restore the fast disappearing playground, and to give the growing child something more of earth than 6 feet thereof, there has been rapid progress.

Whereas in 1900 only 10 cities in the country were known to have public playgrounds, answers to a questionnaire recently sent out by the United States Bureau of Education show that about 75 per cent of cities of more than 10,000 population now furnish their children with space to play, and nearly as many are providing playgrounds for all new school buildings. Doubtless many of these school grounds are not so large as they should be, for some school superintendents consider from 10 to 30 square feet adequate space per child. A few, however, have larger views on the subject and think 200 or even 300 square feet none too much.

There is also an increasing use of school grounds, with supervision by special or regular teachers, after school hours. Where the regular teachers remain for such work they are paid from 75 cents to \$1.25 per hour.



Ever since the founding of the Irish Free State, teachers in Ireland have been voluntarily learning and teaching the Gaelic language in addition to the regular curriculum.

Physical Education and School Health

(Continued from page 97.)

Nissen, Baron Posse, Enebuske, Bolin, and others.

Time will not permit a discussion here of the rise and fall of the various systems. So far as the public schools and colleges were concerned, the greatest rivalry centered on the comparative values of the German-Jahn, or heavy gymnastics, and the Swedish-Ling, or light gymnastics. Naturally, the Jahn system flourished in the schools of German-American cities, such as Cincinnati, Milwaukee, and St. Louis. The turnverein contributed much to its popularity. The Swedish-Ling system became more widely used in the New England States, and through its well-established physical education training schools gained much influence in the West.

Gymnasias Dedicated to Students' Health

So far as we can discover, the various systems of physical training had their origin as health measures. In fact, the two national systems—German and Swedish—were nourished in the atmosphere of war and preparation for war. When gymnasias were built at our educational institutions—the first at Yale, Harvard, and Amherst, 1860—they were dedicated to the health of the students. It was assumed at that time that physical training was practically the only known approach to health and strength. It was regarded by its enthusiasts as the catholicon of disease prevention and cure. They claimed that if one would but indulge daily in prescribed gymnastics and calisthenics the perfection of health and strength would be realized and maintained. Even to-day some of our much-advertised physical culturists, through the media of their colorful magazines, would have us believe that physical exercise is the one approach to health.

No Single Approach to Physical Perfection

We must bear in mind, however, that the early systems of physical education were devised before the sciences now making up modern hygiene and public health had been developed. With the introduction and growth of physiology, biochemistry, bacteriology, pathology, and closely allied medical subjects, we began to realize more and more that there is no single approach to health and physical perfection. Indeed, we have learned that there are many factors which are of even greater importance in the maintenance of health than daily exercise. Malnutrition, focal and other infections,

impaired elimination of the body's waste matter, insufficient rest and sleep, faulty habits of living, nervous instability—any of these may contribute far more to a "breakdown" than does neglect of exercise. Again, we have learned that there is little in the usual physical education that will greatly help subnormals, although some physical educators place great emphasis on this particular objective.

Rise of School Health Movement

Physical education failed to keep up with and to utilize the important contributions to health promotion and disease prevention made by the rapidly developing medical sciences. Of necessity, the school health movement had its inception. With a view of controlling communicable diseases, Boston in 1894, Philadelphia in 1896, and New York in 1897 began inspection of school children when epidemics threatened. Physicians came to the schools in these three cities to inspect pupils suspected of having contagious diseases. Pupils found to be infected were taken out of the schools and isolated or quarantined. These beginning adventures in school medical inspection proved to be of inestimable value. Not only did they show the futility of closing schools to prevent or block epidemics, but they disclosed the necessity of enlarging the school health activities to include concern for other approaches to health, normal growth, and physical development of school children.

Interest in school health began to spread. School inspections brought to light an alarming number of physical defects, such as malnutrition, caries of teeth, enlarged and infected tonsils and adenoids, defective hearing and vision, cardiac and pulmonary disorders, etc. In fact, physical examinations of school children indicate that 70 per cent have actual or potential physical defects.

It is interesting to note that the interest in personnel and the organization and administration of the school health activities came to be largely outside of physical education. To state it more forcibly, nine-tenths, or even more, of those interests and activities concerned with the health, normal growth, and the sound development of school children were included in the school hygiene movement which was quite apart from physical education.

Play Movement and Decline of Physical Education

It is a rather sad commentary on physical education that, although created as a health measure, it failed to keep up with and apply the important contributions of the medical sciences, and thus failed to serve adequately the health needs of our schools. It got off on the wrong track. It became largely concerned with the

methods and technique of exercise. The disciples of Jahn had endless controversies with the followers of Ling as to the relative merits of the two systems. Again new method and technique cults sprouted forth, each proclaiming the superiority of its particular method. Time and effort devoted to the technique controversy was largely wasted, for, after all, systems of exercise are not the important thing.

The old systems of physical training suffered a severe blow with the rise of the play movement in this country, which centers about the year 1900 and has had a rapid and widespread growth. The new psychology with its recognition of the tremendous rôle that the instincts and emotions play in the activities, growth, and education of the child; the development of biology and the application of the theory of evolution to educational processes; and the new social order—all contributed to the widespread interest in the play movement. "Let us utilize and direct the play instincts of children for our physical education and abandon all formal gymnastic and calisthenic drills" was the challenge of the new play enthusiast.

Play Has Become Largely Educational

Naturally, as play is healthful, instructive, and popular, it began to dominate physical education. One serious difficulty, however, with the play movement is that it has become largely emotional, and when emotions dominate any movement there are dangers ahead. Mankind is born with certain fundamental instincts which run to physical competition, emulation, rivalry, and desire for mastery. Furthermore, one can indulge and gratify these fundamental and impelling interests not only by actual participation in competitive sports and games but by looking on. Hence, the rapid rise and domination of athletics—professional, intercollegiate, and interscholastic, and the building of bleachers and stadia for seating many thousand spectators. In our colleges and even in our high schools play became specialized. By specialized play I mean that the main emphasis is placed on the special training of a comparatively small number of students for competitive performances. This in itself has contributed little that is worth while to the physical welfare of our schools. The play movement may be regarded as the fourth era in the history of physical education in our country.

Physical Education to the Front Again

The appalling revelations of the draft examinations, wherein it was found that more than one-third of the Nation's youth were unable to pass the ordinary

tests for normal physical fitness, and the findings of physical examinations in our schools have been directly responsible for a renewal of interest in physical education. The term "physical education" is regarded by people in general as fundamentally a health measure. Somehow or other, our citizens have come to accept the term "physical training or education" as an activity wholly concerned with health. Because of this conception, twenty-five or more States, since 1915 have enacted laws whereby physical education and health teaching and supervision are made compulsory in their public schools.

Thus, physical education has come to the front again—established firmly in the schools of many States by statute. The prime object of this legislation was to improve the physical condition of school children—to achieve positive health and physical efficiency.

Physical Education Depends on Intelligent Interpretation

With the establishment of physical education by State legislation we note the fifth era in its development and progress in the United States. Whether it will stand the test of the times will depend upon an intelligent interpretation and application of its genuine objectives and functions.

Physical educators in recent years have been doing all in their power to meet the new demands, but they find that in many quarters the school health movement has taken over and incorporated in its interests and activities most of the approaches to health promotion—positive health and physical efficiency. Furthermore, the school health agencies now control the machineries of communicable-disease prevention and control. In other words, the school health service, including its staff of physicians, dentists, and nurses, is best prepared to handle most of the positive health and physical efficiency program of the school. While physical education was concerning itself chiefly with technique, methods, and devices for gymnastics, calisthenics, games, plays, and athletics, important approaches to health and physical efficiency brought forward by rapidly-developing biological, hygienic, and medical sciences had been appreciated and applied by other school health agencies.

Physical Education Combined with School Health

In its attempt to assert itself and to convince itself and the public of its value, finding its traditional field fairly well covered by the school health movement and wishing more or less independence of the school health agency, physical education began to cast about for other objectives outside of those concerned with the body. It found them in a large measure in cer-

tain mental, moral, and social values, that physical education claims are the invariable products, particularly of games, sports, and athletics. As a result, in at least one State there is a State director of physical education and a State director of school health. The objectives found are named as follows: Obedience, subordination, self-sacrifice, cooperation, friendliness, loyalty, capacity for leadership, fair play, sportsmanship, self-confidence, self-control, mental and moral poise, good spirits, alertness, resourcefulness, decision, perseverance, courage, aggressiveness, initiative.

"Back-to-the-Body" Movement Wanted

Leading educators who have given serious thought to these mental, moral, and social objectives claimed for physical education by physical educators do not feel that physical education can stand on these pretensions. Professor Snedden, among others, has said: "It will serve no useful purpose for the supporters of physical education to urge as primary or even as important secondary objectives of their proposed program objectives of social, civic, or moral education." Again these schoolmen feel that the numerous virtues enumerated above are to be reached far more effectively through other channels than that offered by physical education. In fact, these attributes, in reality, are among the sought-after objectives in all education. Therefore, schoolmen want to see a back-to-the-body movement on the part of physical education. This is certain, that no system of physical education in our public school system will survive and flourish unless it has the closest cooperation of schoolmen and unless its objectives meet with the full approval of the general educator. Physical education must be a part of the school system.

Physical education, in order to survive, must have an important and particular job to do—and this job, one that is not covered by some other interest and activity in the school. According to schoolmen, seeing to it that every child is not only given an opportunity but is required to develop and maintain a sound, vigorous, and harmoniously developed body is the big job of physical education. But, as has already been stated, there are many approaches to health and physical efficiency, some of these are already in charge of and can be handled best by health agencies other than that which has been known as physical education. Hence, proper relationships between physical education and these agencies must be established.

School's Health Service and Physical Education

In meetings of public health workers and school hygienists it is frequently my

duty to defend physical education as something more than a health problem, that it is interested in the promotion of health and normal growth through proper exercise, etc., but that it includes other objectives as well. While at meetings of physical educators it is frequently my duty to emphasize the health side of the physical education program.

Let us assume that both the school health service and physical education are fundamentally interested in the positive health and physical efficiency of school children. If this is true, there is no reason why separate administration should be maintained. Independent supervision leads to duplication, friction, misunderstanding, economic waste, and, worst of all, to poor results. Some phases of the work may be overemphasized, others slighted.

To combine them under one general supervision is the logical thing to do. But before doing so a new type of supervisor of school health and physical education must be trained.

Not Prepared to Supervise Health Service

Although physical education may have important objectives which are only remotely related to health, such as harmonious development, neuro-muscular control and precision, recreation, guidance of fundamental instincts in play, developing certain desirable social and moral qualities, etc., it also controls one of the important approaches to positive health and physical efficiency—proper physical exercise. On the other hand, the traditional training in physical education does not prepare one, in any way, to supervise other phases of the school's health service. And yet, to repeat, the interest and activities of the health service and of physical education center on the human body in attaining and maintaining health and physical efficiency. Both are interested in physical examinations, in follow-up procedures, in physical efficiency tests. In many phases of the work there is an overlapping of interests and activities.

Now, the public is not willing to support, in our school system, two separate agencies which are concerned primarily with the sound, vigorous, and harmonious development of the body. Nor do our school administrators want this arrangement. To reiterate, too much misunderstanding, lack of sympathy, friction, duplication and academic and economic loss are the invariable results of a dual administration of the school's physical welfare activities.

In conclusion permit me to state that in presenting this discussion, I am not unmindful of the places where physical education and school health have been efficiently correlated.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education.

BAKER, S. JOSEPHINE. The growing child. Boston, Little, Brown and company, 1923. ix, 230 p. front., plates. 12°.

The author of this book is director of the Bureau of child hygiene, Department of health, New York city. The volume deals with the health problems of the younger children, from two to six years of age. Because during this age period the child is particularly susceptible to many contagious diseases and to many of the more common infectious diseases, large space is devoted to a discussion of methods of controlling these diseases and caring for them at home. The importance of prevention of disease and methods whereby children may be kept well are also emphasized. Information and guidance are afforded for teacher, mother, and nurse.

BOLTON, FREDERICK ELMER. Everyday psychology for teachers. New York, Chicago [etc.] C. Scribner's sons [1923]. 443 p. fold. diagr. 8°.

A new text in educational psychology, for the shaping of which the author acknowledges his particular indebtedness to the influence of three great Americans—G. Stanley Hall, William James, and John Dewey.

DOWNNEY, JUNE E. The will-temperament and its testing. Yonkers-on-Hudson, N. Y., World book company, 1923 v, 339 p. diagr. 12°.

This study deals with the relatively permanent human quality which the author terms will-temperament. She believes temperament to be determined (1) by the amount of nerve energy possessed by the individual and (2) by the tendency for such energy to express itself immediately in motor reaction. In order to measure this quality, the Downey will-temperament tests have been devised. The investigations and experiments presented in this book indicate that the results of the will-temperament tests may be used to judge an individual's innate force, self-confidence, adaptability, power of restraint, patience in detailed work, and other qualities most important for success in life.

GRIZZELL, EMIT DUNCAN. Origin and development of the high school in New England before 1865. [New York, The Macmillan company, 1923] xvii, 428 p. front., plates, tables. 12°.

Thesis in education (Ph. D.)—University of Pennsylvania, Philadelphia, 1922.

According to Prof. Arthur J. Jones in the introduction, this study is a distinct contribution to the history of education. The author conclusively shows that the public high school, in New England at least, is distinctively American both in organization and purpose. He not only demonstrates the indigenous character of the high school, but also points out some of the most important political, economic, and social influences that have caused its phenomenal growth. The work is based on the results of investigation of the original sources of information throughout the New England States.

MCMILLAN, MARGARET. Education through the imagination. [2d ed.] London, G. Allen & Unwin, ltd. [1923] 208 p. illus., plates. 12°.

A rewritten and enlarged edition of this book, with a preface by J. L. Paton, who writes that the hardest task of all in education is to keep alive amidst the actual vision of the ideal. This work is both practical and mystic—practical because it is begotten of experience and mystic because it has vision for the future. The creative energy of children is such an important factor in their lives that it should be carefully developed, and the author, after defining what creative energy is, endeavors to indicate the various forms in which it finds its manifestation at the earlier periods of life, and to determine its place and function in primary education.

MANSBRIDGE, ALBERT. The older universities of England, Oxford and Cambridge. London, Bombay [etc.] Longmans, Green & co., 1923. xxiv, 296 p. plates. 8°.

This account of the Universities of Oxford and Cambridge is written from the standpoint of one who has not studied in these institutions, but who has given much attention to the "extra-mural" work, designed to extend their advantages to the many working men and women who possess an interest in, and a capacity for, scholarship and advanced thought. Mr. Mansbridge was a member of the Royal commission of 1919-22 on the Universities of Oxford and Cambridge, and is nominated in a bill before Parliament as a statutory commissioner on the University of Oxford. The book is based upon a course of lectures delivered on the foundation of the Lowell institute, Boston, Mass., in March, 1922, and presents the history, constitution, mind, and spirit of both Oxford and Cambridge.

MEIKLEJOHN, ALEXANDER. Freedom and the college. New York and London, The Century co. [1923] xiv, 231 p. 12°.

A collection of papers which express the author's views on various phases of educational policy are given in this book. With reference to the college faculty, he discusses the question, To whom are we responsible? Other questions discussed are, Is our world Christian? and What are college games for? The career is presented of Elisha Benjamin Andrews, a leader in freedom, and Pawtucket, R. I., "the machine city," is described. In the field of college administration, papers are included dealing with the theory of the liberal college, and the unity and reorganization of the curriculum.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. Addresses and proceedings of the sixty-first annual meeting, held at Oakland-San Francisco, California, July 1-6, 1923. Vol. LXI. Washington, D. C., National education association, 1923. xii, 1068 p. illus. 8°.

This volume contains the addresses and proceedings at the general sessions of the association, and at the meetings of the National council and of the various departments. The addresses and resolutions made at the World conference on education, held in San Francisco June 28 to July 6, under the auspices of the National education association, are published in a separate pamphlet.

ROBINSON, JAMES HARVEY. The humanizing of knowledge. New York, G. H. Doran company [1923] 119 p. 12°.

According to the author of this book, specialization places science in danger of losing touch with the ordinary man and woman. After commenting on mankind's general indifference and even hostility to scientific truth, he pleads for the democratization of scientific knowledge and urges scientists to express their discoveries and conclusions in a form which will appeal to the great mass of readers. Books on scientific subjects should be prepared in a way which, first, will enlist the reader's attention; second, will present the facts and information in terms and in an order which will be understood by the reader; and, third, will wisely suggest the significance of the information in its bearing on the reader's thought and conduct and his judgment of others. A handy volume midway between a scientific treatise and a periodical article will do best, it is suggested.

RUSK, ROGERS D. How to teach physics. Philadelphia, Chicago [etc.] J. B. Lippincott company [1923] x, 186 p. illus. 12°. (Lippincott's school project series, ed. by W. F. Russell.)

For some time there has been a growing demand that physics be taught in a manner better suited to the needs of high-school students and in a manner that would more closely relate it to life. This book aims to give the teacher or student a working knowledge of the teaching of physics by defining the aims and methods of the subject, by practical suggestions as to the subject matter, and by particular reference to the development method of presenting the material. It emphasizes the application of modern pedagogical methods to physics as a special subject, the development of suitable teaching projects, and the grouping of such projects about a few fundamental principles. The book also contains a survey of the development of physics and physics teaching, and briefly considers the meaning of physics and scientific method.

SMITH, DAVID EUGENE. The progress of arithmetic in the last quarter of a century. Boston, New York [etc.], Ginn and company [1923] 93 p. illus. 8°.

The progress during the past 25 years and the present status of the science of elementary arithmetic are here described. This includes the basic principles in the making of arithmetic textbooks and the development of these principles during the first quarter of the twentieth century.



Health Habits Taught Through School Essays

As an aid to the teaching of health habits to school children the county nurse and the teachers of Jefferson County, Colo., held an essay contest on seven subjects: Eyes, ears, teeth, food, bathing, fresh air, and exercise. These essays were part of the regular school work, and were graded on penmanship, spelling, composition, neatness, artistic arrangement, and illustrations, as well as on subject matter. The illustrations were either original drawings or pictures clipped from magazines. Two hundred and fifty essays were written and illustrated. From these the first and second prize winners were selected. The prizes were pictures for the classroom, and they were awarded to the classes to which the winning students belonged, instead of to the individuals.

Cooperation Between Teacher and School Nurse

*Teacher Should Inspect Her Pupils Every Day, Without Their Knowledge.
Improper Food Habits Fruitful Cause of Physical Defects. Township a
Convenient Unit of Health Activities*

By MARY CHAYER

Supervisor of School Nurses, Saginaw, Mich.

THERE are many things the teacher can do in preparation for the visit of the nurse. First, let us go over the main objectives that the nurse has in mind and how she goes about to accomplish her ends. The work of the nurse falls into four main divisions:

1. Detection and control of communicable diseases.
2. Detection and correction of physical defects.
3. Sanitary inspection of buildings.
4. Health education program.

The nurse can do little along any of these lines unless her teachers are ready and eager to help her.

Detection and Control of Communicable Diseases

State departments of health usually have a little folder containing a list of the common diseases, together with their symptoms. Get this pamphlet and study it carefully. Each morning, the very first hour, every teacher should make an inspection of all of her pupils. This takes only a few minutes, and can readily be done without the knowledge of the pupils. Some of the things she may observe are: (1) Whether children are reasonably clean; (2) whether heads are infested; (3) whether all sores are covered; (4) whether any throats are wrapped up, as if sore; (5) whether all children appear well and happy.

Care should be taken not to let the children know you are inspecting for anything except cleanliness. If a child is ill, he should be sent home with a note to the parent stating clearly why you are sending the child home, and advising the parent to call a physician if you think the child is quite ill, to keep the child from other children in case of sore throat or rash, and to notify the township health officers of any suspicious contagious disease.

Reproaches Often Defeat Purpose

A class inspection should be made a pleasant thing. Do not try to catch the child with dirty hands; pay attention to the children with clean hands. Soon those with habitually dirty hands will want some of the attention, too, and will surprise you with clean ones. Be careful not to be sarcastic about these things, or your purpose is defeated. One teacher said to a child one day, "Why, Rose, I

did not know you could be so clean." As a result, Rose never was clean from that day on.

But why make such a fuss over clean hands? Because cleanliness of hands and finger nails and teeth, especially before meals, has a great effect on the control of communicable diseases. If children keep fingers and pencils and other things out of their mouths, wash their hands thoroughly, clean their finger nails, and keep their teeth free from decay, they are much less likely to contract communicable diseases.

The common defects found in children are defective teeth, enlarged tonsils, defective vision, underweight, poor posture.

Detection and Correction of Physical Defects

Four if not all five of these defects can be traced to improper food habits either of the child during some part of his life or improper diet of the mother or both. Many of the defects mentioned the teacher can readily detect. Among these are defective vision and underweight. We consider a child who is 10 per cent below the normal weight for his height and age as sufficiently underweight to need individual attention. If these children can be made to gain in weight about one-half pound a month steadily, they usually need not concern us further, if they seem well in other ways. But every child should make a steady gain if he is well.

Children usually have poor posture because of improper food habits. The correction of one often leads to the other. It does little good to put the child through vigorous physical exercises for poor posture, if his nutrition is at fault. Each teacher can test the eyes of her pupils for poor vision. The use of a Snellen eye chart is a simple matter, not requiring medical attention but requiring good judgment. One can often conjecture that a child has some difficulty in his nose or throat by the way he talks. Children often have aching teeth, which usually means abscessed teeth. After weighing and measuring the child and testing his eyes, the teacher should make a list of all children who are under 10 per cent or more underweight, all who have defective vision, and any other who have a defect of any kind. These

the nurse will see on her first visit and can advise the teacher as to what should be done. Together they can work out some way of getting these defects corrected.

Sanitary Inspection of Buildings

Every teacher knows that a school room should be well ventilated. She should, then, work out her own system of ventilating so that as to insure the maximum of fresh air every hour of the day, remembering that the best temperature is 68, never over 70. Each room should have a thermometer, so there may be no guesswork. Some child may be made responsible for the hourly reading and can call the attention of the teacher to ventilation. The matter of pure fresh drinking water in clean covered receptacles and individual drinking cups is essential. Some provision should be made for children to wash their hands and use individual towels, especially those who remain at school for lunch.

Health Education Program

By far the biggest piece of work the teacher can do is to work out an adequate health education program, which will be made so interesting as to function in the lives of the children.

In the first three grades emphasis should be placed on the actual daily performance of the essential health habits. This should be continued through the next three grades, with additional reasons for these performances. In the seventh to ninth grades the functions of the organs, or applied physiology, should be taught. So far as we are able to do so, we should strive to teach, from kindergarten through high school the proper methods of taking care of our bodies, the proper food, rest, air, exercise, clothing, cleanliness, posture, etc. Nurses furnish the subject matter on health education, but it is the problem of the teachers to work out and to use their own teaching ability, to get the thing to the children. Teachers will wonder how they are to find time for all this, together with all their other work, but the secret lies in that last phrase, "together with all their other work," in other words, correlation. I know this word is as much overworked as the "project method." Speaking of the project method, you have doubtless used the store as a project for teaching currency and other problems in arithmetic. Did you ever have a grocery store or a restaurant that sold only health foods and gave the proper value to milk and the best foods by advertising and posters? If you should try this project I advise you to study up on food values, for the children will ask you all sorts of questions.

Provision for Tuberculous Children

Minneapolis Public School is Well Equipped for Care of Pupils Excluded from Regular Schools Because of Tuberculosis. Hospital Ward for Those Who Require it. Children Maintain Class Standing

LYMANHURST School and Hospital for Tuberculous Children is maintained as a regular part of the school system of the city of Minneapolis. The course of study includes the

make a research study of the child and makes reports from time to time. The child is under constant supervision. If his condition seems to indicate it, or if closer observation is required, he is placed



Lymanhurst School.

grades above kindergarten and below the high school, but high-school grades will be added if needed. Children maintain their standing with other grades of the city, and can enter or leave Lymanhurst without detriment to their standing.

Admittance to the school is made upon a definite diagnosis of active tuberculosis. Children of school age who show symptoms suspicious of tuberculosis are taken to the out-patient clinic of the Lymanhurst School. A diagnosis of tuberculosis excludes the child from the regular schools, and if he is able to travel to and from school in the street cars, he is obliged under the compulsory education law, to attend Lymanhurst.

Once admitted to Lymanhurst as a student, a routine physical examination



Rest room.

is made both to check up on the previous examination and for further study. With full consent of the parents, specialists

in the ward for a limited period under the care of the physician and nurses, and remains for the entire 24 hours. If the child becomes a candidate for sanatorium treatment, application is made to the County Sanito-

rium at Glen Lake and the child is transferred.

"Sun lamp treatment" is given to all children in the school in a room equipped



A classroom.

with two Hanovia quartz lamps. Six children can be treated at one time. Shower baths are given twice a week.

School begins at 8.45. The children come on street cars and transportation is furnished by the board of education. On arriving at the school a light meal of cereal or gruel and milk is given them. In cold weather hot milk or cocoa is added.

From 9 to 11 children attend classes in the open air rooms, which are kept at 45°; they wear Eskimo suits. From 11 to 11.30 is a recess period, during which another light meal is given them. From 11.30

to 12.30 they remain in the classroom. The regular sun-lamp treatments are given between 9 a. m. and 12.30, an entire

class being excused at one time for this treatment and for weighing. Temperatures are taken in the last 45-minute period of each day.

At 12.30 the children pass through the toilet and wash rooms, and into the dining room, where a full meal is served. It usually consists of soup, meat, vegetables, a properly selected green salad, bread and butter, milk, and dessert. No tea or coffee is served.

From the dining room children go directly to their cots, where they sleep



Hospital ward.

till 2.30. From 2.30 to 3.15 they attend class, and at 3.15 they go home.

This school is under the supervision of Dr. F. E. Harrington, Minneapolis commissioner of public health and director of hygiene in the Minneapolis public schools.

Convenient Provision for Hot Lunches

Rural-school children in Ramsey County, Minn., have hot lunches without the disadvantages of cooking in school by use of the "pint jar method." Each child brings some one food, such as soup, macaroni, cocoa, creamed eggs, etc., in a pint jar, sealed with a rubber band, and with his initials on the cover. These jars are placed in a rack set in a clothes boiler partly full of water. A two-burner oil stove is used to heat them. The stove is lighted at recess time and by noon the jars are hot. Newspapers are spread on the desks and one of the older children passes the jars. Each child brings a dessert spoon with which to eat from the jar, as an ordinary spoon is too short.

The equipment required is: A two-burner oil stove, a clothes boiler, a rack, a lifter for the hot jars, towels to wipe the jars, and newspapers to protect the desks. In heating the jars the water should reach halfway up the first layer of jars and the steam will heat the second layer.—*Mabel S. Stevenson, County Nurse.*

More than half of the school children of Eugene, Oreg., attend Bible classes held by the various churches of the town.

Public Health Purchasable; Health Insurance Cheap

Establishment of Health Habits the Function of Educationists. Hundreds for Prevention Better than Thousands for Cure

By HARVEY SUTTON

President Australian Association for the Advancement of Science

PROGRESS in health (and, after all, health means progress) appears dependent on our gaining control of the growth period of the human organism. The two greatest menaces, infectious disease and nutritional influences and disturbances, are eminently factors capable of human influence and the means are at our command for their conquest. First, we must have faith in the dictum of Pasteur, that the power is within our grasp, not only of free air, water, and milk, but also the human being of every form of infection and confidence in the creation of a health conscience by education. After all, what is health but the result of ideas and ideals, habits and customs, the establishment of which for every generation is essentially the function for the educationist.

Science Will Solve Oppressing Problems

Secondly, we must have hope in the investigator, with the expectant conviction that science will solve the problems which still oppress us, make clear the path we at present see but darkly, give us a full conception of the wonderful resistant powers of the human body, of how to develop and reinforce these powers. We must have hope in the legislator, for public health is purchasable and health insurance the cheapest, most economical and productive of all forms of State expenditure. We look for a statesman who will realize the obvious fact that tens of thousands spent in prevention is a better proposition than hundreds of thousands spent in curative efforts, that a health department is like our fire departments, which cost a great deal to keep up—money cheerfully paid for fires that do not occur. Democracy certainly won the war; it has yet to win the peace campaign of health, strength, and happiness.

Rights of Children Enter National Consciousness

Our greatest hope is in the child and its immediate horizon, the home, and shall I say also its mother? Health, like charity, begins at home. The right of every child—indeed, of everyone—to fresh air, good food, regular open-air exercise, decent recreation and thorough sleep, adequate weather protection, the means for habitual cleanliness and freedom from

exposure to infection, id est, a reasonable existence for 24 hours a day, is gradually filtering into the national consciousness. Above all, it is the child we look to as the saviour of society, the creator of health, for it is far easier to form than to reform.

Finally, we all need that love, that enthusiasm for humanity which raised the child to a pinnacle of importance previously unknown and condemned every form of indifference to mankind and to human suffering. Our motive as health workers must be unquestioned and unquestionable if we are to demand from parent or practitioner or parliamentarian that cooperative idealism which clears away all obstructions which the human selfishness and greed, class consciousness and hatred, industrial misunderstanding and unrest, professional conservatism and jealousy, party blindness and strife, raise as barriers against us. Health knows no boundaries of class or creed or country, and, firm-based on the faith of scientific truth, the hope of human educability and adaptation and the enthusiasm for humanity rises unconquerable to the salvation of the nations of the earth.—*South Australian Teachers' Journal*.



The United States Bureau of education has accepted the invitation of the Tennessee Association of Colleges to make a survey of higher education in that State. Dr. George F. Zook, specialist in higher education will be in charge of the survey.

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Massachusetts Associations Promote Libraries

Have Issued a Helpful Program for Local Associations. Suggestions for Directing Outside Reading of Pupils

By ELLEN C. LOMBARD

Director Home Education, Bureau of Education

A MOVEMENT to promote the establishment of libraries has been inaugurated in Massachusetts by the State Parent-Teacher Association. This association realizes that the public library and the public schools are two institutions directly concerned with public education; consequently, their cooperative activity is desirable and essential to the best work of both and to the best interests of the community.

In furthering this movement the Massachusetts Parent-Teacher Association has issued a practical program for the use of local associations throughout Massachusetts. This program was prepared by the New England School Library Association. It consists of definite and practical suggestions for meetings at which those who are concerned are brought together to discuss the problem of cooperation between the library and the school in the interest of the education of the children; the recommendation to appoint a committee to investigate local conditions and make practical suggestions for closer cooperation, and a suggestive questionnaire through which a knowledge of the financial resources of the library and the schools may be made known; conditions favorable to the effective cooperation of the public schools and the public libraries may be pointed out, and the cooperation of other welfare organizations may be established.

This movement includes the encouragement and direction of the reading of pupils outside of school. One of the tragedies of educational systems has been that our children spend five or six years of their lives in learning how to read, and when they have learned they have had little or no guidance as to what to read. This is a field of activity that is much needed in every community, and the parent-teacher associations throughout the United States can afford to acquaint themselves with the Massachusetts plan for the promotion of libraries.



To give parents an opportunity to visit the schools during regular sessions, schools of Ridgewood, N. J., are conducted as usual on one legal holiday of each year. Many fathers as well as mothers visit their children's classes on that day.